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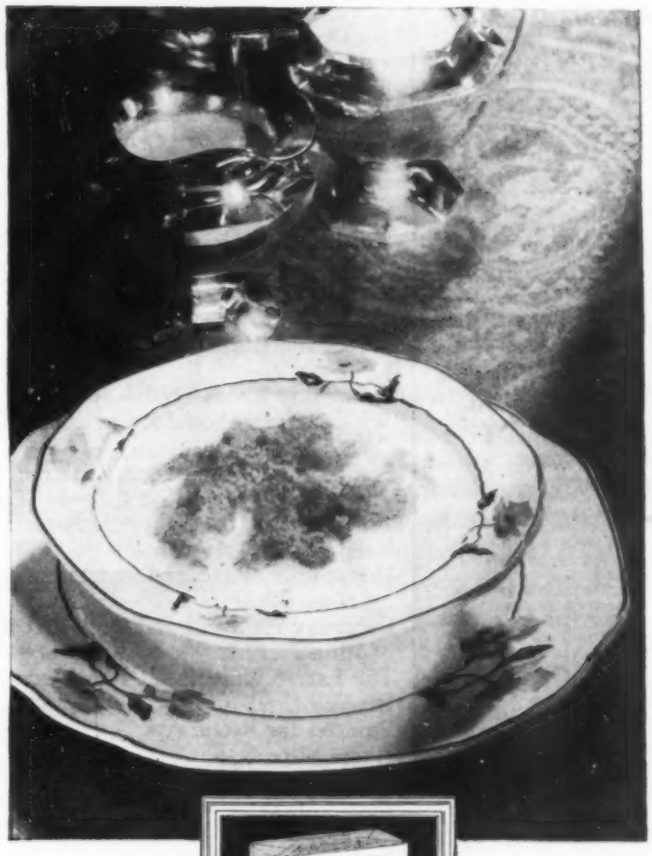

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VOL. IV. No. 9.
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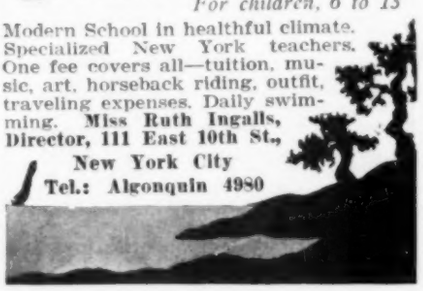

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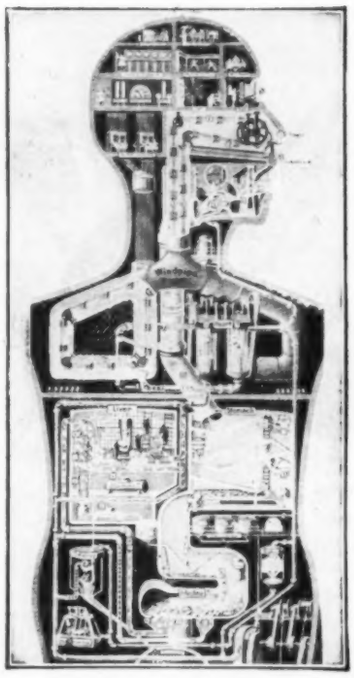

The Human Factory

In HYGEIA for September there will appear an extraordinary full page color insert—THE HUMAN FACTORY. This astonishing picture illustrates the functions of the human body, translated in terms of machinery—a formidable array of pumps, pulleys, engines, switchboards, cameras, filters, furnaces, wheels, belts, etc., carrying on the complex operations of the body. You will find this graphic dramatization of life processes one of the most comprehensive and succinct explanations of human physiology ever presented.

The HUMAN FACTORY incidentally typifies the purpose of HYGEIA, the Health Magazine of the American Medical Association. It presents the things you want to know—the things you have a right to know, about your physical being, in non-technical, understandable terms. By explaining away superstition, by exposing medical hoaxes, and by presenting the truth about health and disease, HYGEIA renders an indispensable health service to its readers.

watch for September HYGEIA all this and more!

Another Step to Make Flying Safe

Is it common sense or safe to permit a pilot with a physical imperfection, to go into the air where you would not let a ship with an imperfection leave the ground? Dr. John A. Tamisiea medical examiner for a large air transport company and also for the department of commerce, discusses this important step which is going a long way toward making flying safe. His article is "Keeping Air Mail Passenger Pilots Fit."

It May or May Not Be Your Heart!

Although the heart ranks first in the mortality statistics of the country it is comforting to know that one-third to one-half of the people who think they have heart disease are mistaken. Dr. Reid, in non-technical terms, informally discusses "Simulations of Heart Disease" and tells how the heart, like the stomach and other organs, displays symptoms due to disease elsewhere.

Your Son Enters College

Parents feel the responsibility of providing adequate wardrobes for their sons and daughters when they go away to college but have they properly prepared them for college from a health standpoint? Are they equipped to make the transition from home to college life without disaster and the crippling effects of disease? A valuable article by Morrill L. Ilsley, M. D.

Achieving Beauty the Health Way

When girls see that good health habits actually improve their looks, then bad habits will go the way of hoops, bustles, and the hour glass figure of the Gibson girl, Miss Theresa Dansdill writes in "The Beauty Approach in Health Teaching." Sketches of the lingerie worn by the college freshman of '93 afford an interesting contrast to the scanty apparel of the present day girl.

Can You Relax?

What is meant by relaxation, and how is it achieved? What rests one will not necessarily quiet another's throbbing nerves, but the way relaxation is being taught in a small girls' college, is told by Miss Louise Windle in, "Can Relaxation Be Taught?" Miss Windle explains certain principles which will aid everyone in relaxing for power. The article is of general appeal.

Other Special Articles

SIMPLE LESSONS IN HUMAN ANATOMY

Part Six of the Series, continued; "The Bones", by B. C. H. Harvey, M. D.

SCHOOLS AND THE PHYSICALLY HANDICAPPED CHILD

Hugh Grant Rowell, M. D. urges giving physically handicapped children their educational rights.

THE NURSERY SCHOOL

Classified by Frank Howard Richardson, M.D., as one of the most important educational advances of the century.

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Wendall Johnson tells his own story.

ADENOIDS

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"Thank God! At last I'll be able to read and write."

HOW would you feel if you could not read the news of the world? No newspapers, magazines, books, letters, not even a danger sign or a warning notice? Somewhere near you is a grown person groping in the dark, in many ways helpless as a child, because he cannot read or write. You can bring sunlight into his darkened life. More than that, you may be the means of bringing him better health—even of saving his life.

Today he cannot read messages on disease prevention. He does not know, unless someone tells him, the important rules of health or how to keep his family from having diphtheria, smallpox, or typhoid fever. These and other preventable diseases often make illiterate localities their breeding places and thus endanger the health of the educated, despite all their precautions.

Perhaps you share the mistaken belief that it is impossible to teach grown-up illiterates how to read and write and that they are content to be illiterate.

Get the confidence of an illiterate and ask him if he would like to be able to read and write. Tell him he can learn to write his name in 30 minutes and learn to read in a few months. In all probability his eager response will amaze you.

It may surprise you to learn that the majority of illiterate persons in the United States are native born—more than three million illiterate Americans. Many of them have never had a chance to learn and do not know where to look for instruction.

Illiterates are not hard to find—a servant, a farmhand, an employee in your own or your neighbor's shop, a laundress, a deliveryman, a laborer in your neighborhood.

There are more than 5,000,000 men and women in the United States who cannot read health messages concerning sanitation and prevention of disease—more than 400,000 of them are in the State of New York, more than 300,000 in Pennsylvania, about 150,000 in Massachusetts. You can find them in every State of the Union—in cities, in towns and in country districts.

Will you give someone a present that he would not exchange for hundreds of dollars—the ability to read and write—a present which costs you nothing?

Find *your* illiterate. If you will help him to learn to read and write, the Metropolitan Life Insurance Company will send you, free of cost, grooved writing pads and illustrated lessons for beginners.

Ask for Booklet 99-Y.

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FREDERICK H. ECKER, PRESIDENT — ONE MADISON AVE., NEW YORK, N. Y.

An Open Letter to PRESIDENT HOOVER

DEAR MR. PRESIDENT:

IT IS with the utmost enthusiasm that we read of your decision to call a national conference, which will meet at the White House next year, to consider the health and welfare of children. Not since the days of President Roosevelt have the interests of the children of this country been given such consideration. As was stated in the May 1929 issue of this magazine, we believe that one of the crying needs of American children is a friend in the White House—someone who will be mindful of those whom child labor robs of their childhood, of those who lack opportunity for education, of those who are born in the lonely places of this country far from the skilled care of doctors and nurses, of those who suffer from disease, from lack of suitable opportunity to play, and from other handicaps which mar their childhood and send them into life ill-fitted to become happy and successful men and women. We feel that the calling of this conference is a promise to the children of America that they may look to you, the President of these United States, as their friend.

However, in reading the subjects related to child health and welfare to be considered at the sessions of the conference, we are conscious of what seems to us a conspicuous lack. Among the subjects to be covered are listed problems of the dependent child, school and public clinics for children, adequate milk supply, facilities for recreation, etc., etc. All important. But no mention is made of that subject which, to our point of view, is basic to the whole conference. We refer to parental education.

Parents in their relations with their children constitute the least educated group of people in America today. Yet in the various new university institutes of child welfare research, in the leading children's hospitals, day nurseries, psychiatric clinics, as well as in the more progressive schools, there is growing up a vast body of facts concerning the best methods of child care and training. It is important that parents be informed of these facts, that their education for parenthood should be continuous and that they should be able to draw upon the knowledge of pediatricians, educators, psychologists, and other experts in bringing up their children. There was never greater need to supplement instinct with knowledge, and to further co-operation between the home, the school and the social agencies. This need can only be met by educating parents in the science of child rearing. What kind of children will come out of our American homes depends upon whether parents are equipped to give their children intelligent care, training and a far-sighted preparation for life.

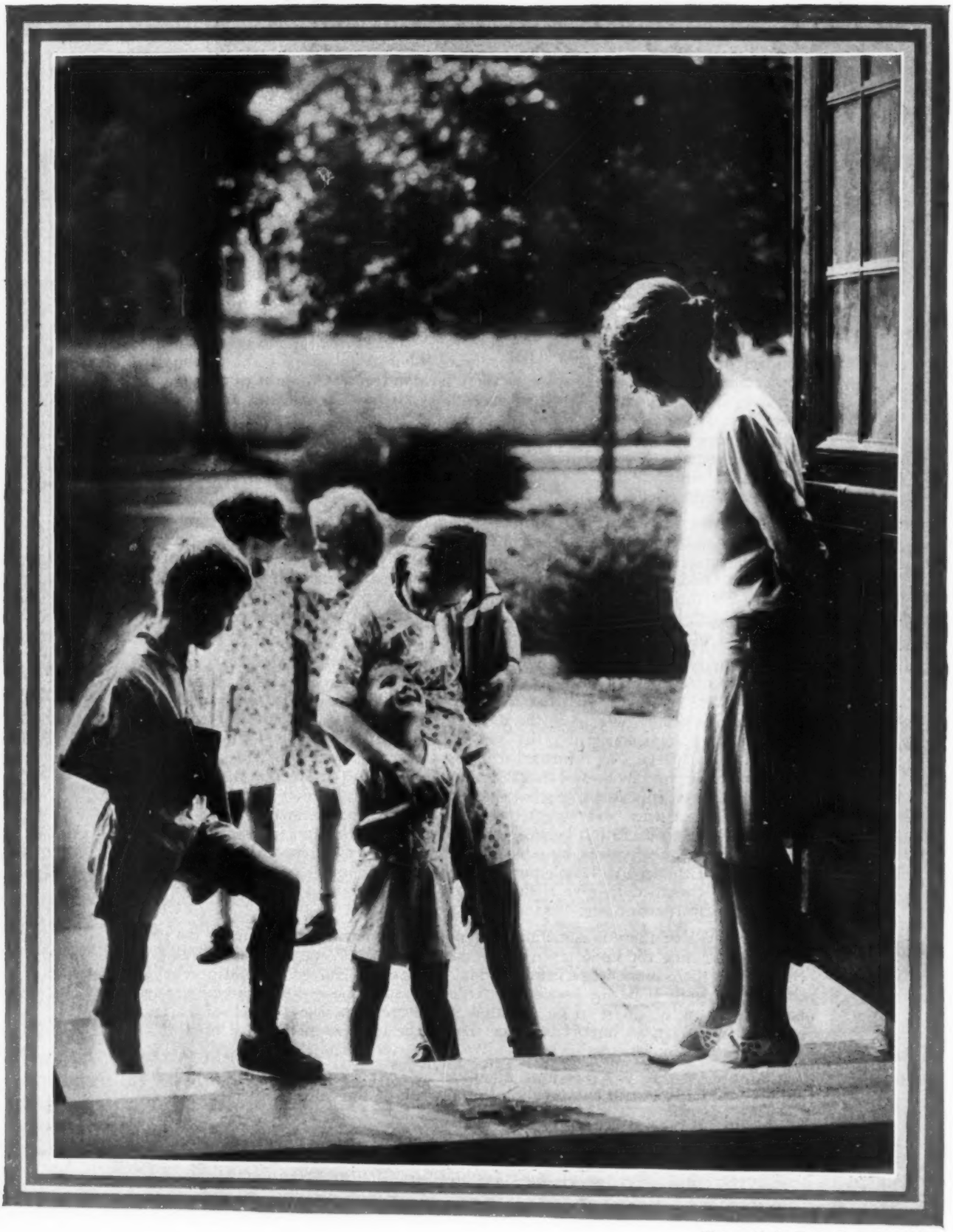
We feel that there is sometimes a tendency to focus attention upon the child while overlooking the importance of his background of home and family relationships. Yet there is no doubt in the minds of those best versed in child psychology that we may only hope for better children as a result of a better, more enlightened parenthood. We feel it to be essential, therefore, that the subject of parental education be given an important place among the matters to be considered at the White House Conference.

May we assure you that THE PARENTS' MAGAZINE stands ready to offer its enthusiastic support and co-operation in the work of the conference.

Respectfully yours,

GEORGE J. HECHT, President
The Parents' Publishing Association, Inc.
Publishers of THE PARENTS' MAGAZINE

"The future of the race marches forward on the feet of little children"—*Phillips Brooks*



Photograph by Ruth Alexander Nichols

The First Day of School

Make it the Best Year Ever!

Back to school they go. Whether they will be successful and happy depends to a large extent on the help they get from parents

By Alice Fox Pitts

WHENEVER Elizabeth fell, and gave her shin a bang that would have sent any other ten-year-old howling home for first aid and mother, she hugged her hurt leg and only groaned "Oh!" and "Ouch" scarcely above a whisper. She was such an imperturbable youngster that it came with a shock to find her sobbing lustily in the empty schoolyard.

In answer to my sympathetic inquiry, she threw herself into my arms and (no other word so adequately describes that combination of words and vocal tears!) blubbered:

"I'm late for—school—and my mother says—I can't stay home—and I don't want to go—in-n-n-n," ending in a hysterical wail.

Didn't I know how she felt?

Joggle your own memory. Don't you recall that there never was a more successful way of starting the day wrong than by being late for school? You bolted your breakfast and it stuck in a hard lump in your chest. You tried to make up for lost time by running, and you got a stitch in your side. In your hurry you dropped your lunch and had to make the desperate decision between going back to look for it and being later still or, terrible thought, of going without lunch entirely.

Every single thing you did that day went wrong.

A new school year now lies before us. Whether our children make a success of it depends largely upon us, their fathers and mothers. We shall not be satisfied unless we see definite evidence that each child is developing physically, mentally and socially in a way that will increase his chances of success and happiness when he reaches maturity in this complex world.

If we hope to make the coming year the most profitable in our children's existence, no single item will contribute more toward that goal than starting the day in an orderly, leisurely fashion, avoiding the torments of being late for school. While perfect peace in the morning is something that perhaps never can be attained, we can at least reduce bedlam to a minimum. Obviously, the first step is to get the family up in ample time, but what that time is depends on individual needs. If you have a daughter who wakes in such a dispirited mood that it annoys her even to hear her brother leap energetically and cheerily out of bed, don't upbraid her for not emulating him, but allow her more time than the rest of the family for dressing.

You can't change human nature. Not at seven o'clock in the morning, anyway.

When Tommy tries to sneak down to breakfast unwashed, just remember that nine out of ten youngsters in the block are trying to do the same thing, and take it calmly. If you storm and scold you irritate him and you set your own nerves on edge. Losing your temper ruins the chances of a pleasant breakfast; and we do need peace at any price at that early hour more than any other time of day.

It isn't only the small ones who need plenty of time in the morning. If John, tired out from football practice the afternoon previous, went to bed early, intending to do his algebra before breakfast, get him up and see that he has ample time to do it. He'll let it slide if you will let him; he'll pretend he doesn't care—but he'll worry about it just the same. If Janet planned to iron a fresh dress for school, see that she does it. If she wears the soiled green one that she took off the day before, that spot on the front will embarrass her when she stands up in front of the class to recite and the teacher will never guess why Janet, who is usually so good, failed that day in oral English. Good marks and bad so often depend directly on influences as trifling as that.

Leave time to buy the pad of paper, forgotten yesterday; time to romp with the dog on the back porch for just a few minutes; time to attend to any odd duty that may crop up. But most of all, leave time for a breakfast that will fit the child, from kindergartner to high school senior, to tackle the morning's lessons happily and energetically. They'll need fruit for breakfast, as an appetizer, and to supply the much press-agented Vitamin A; cereal or crisp toast and bacon, and a glass of milk for strength. Try out chopped dates in the hot cereal, fresh or stewed fruit on the dry cereal, and other tricks to tempt morning appetites.

A well balanced breakfast will go a long way toward inducing a regular visit to the bathroom before school — a vital factor in keeping a child physically and mentally alert. When you establish a regular, morning visit to the bathroom, you are inculcating a health habit that will stand your child in good stead for life.

Time! It's the thing we need most in the morning, but we cannot have it unless we get the family to bed early the night before. I know you're groaning with me. Children—big ones or little ones—never want to go to bed. Was there ever a more baffling problem than this? Its solution demands three qualities — determination, firmness and co-operation. My ingenious father had an effective method for cutting down the (*Turn to page* 44)

White Boy

By Frances M. Frost

GROW, white boy! Grow tall, grow slender,
Let your pale flesh brown
In sun, your hair blow wild, blow backward—
Run the fierce wind down!

Grow, white boy! Let child-limbs harden,
Know the flanks of hills
Pressed to your length, and the slide of water
Behind abandoned mills.

Grow, white boy! Drink deep of living,
Deeper yet of mirth,
For there is nothing better than laughter
Anywhere on earth!

How to Get Obedience

This article will help you with the everyday problem of how best to secure obedience from your children. It is based on a scientific study of a group of boys and girls

By James Vaughn

Assistant Professor of Psychology, University of Cincinnati

EVERY parent has suffered at times from disobedience on the part of his children. While modern authorities on child training point out that the old-fashioned insistence upon immediate and unthinking obedience from youngsters far from being a virtue may have a lasting bad effect upon children, they make it quite clear that obedience—based on understanding—still holds an important place in child training. Such obedience is included in "discipline" as the word is used by William E. Blatz, Director of St. George's School for Child Study connected with Toronto University, in his recently published book, "Parents and the Pre-School Child." Dr. Blatz says: "If we were asked what was the keynote of a practical and common-sense parental attitude in respect to child-training, we should sum the matter up in one word—*discipline*. By discipline we mean the reasonable regulation and supervision of the fundamental habits of a child throughout all stages of his development and a consistent plan for having him obey simple rules such as regular meal-times, regular bed-times, training in elimination, eating what is placed before him, wearing the clothes that are provided, observing certain proprieties of conduct.

Probably every mother agrees with Dr. Blatz that a child should obey these rules and yet how much friction and difficulty occurs over such routine matters as going to bed, washing hands and faces, wearing rubbers and so forth.

"My boy of ten is so unruly," a mother says. "He refuses to do the simplest things I ask of him; often he pays no attention to my requests; at other times, he argues and argues before he will do as I say. If I force him to obey he is emotionally upset for hours afterwards. I wish some one would work out a short-cut to painless obedience."

This mother and many other mothers and fathers will be interested in the results of a series of experiments recently conducted by the author in the psychological laboratory at the University of Chicago. The children studied ranged in age from six to fourteen years. The purpose of these experiments was to discover the value of various kinds of instruction in controlling the behavior of children. Since youngsters frequently refuse to comply with requests or commands, it is logical to conclude that this may be due to the way in which the request or command is given. I therefore first made a study of the types of instruction commonly used by parents and teachers in the training of children. These fall into five main classes. In one class we find verbal directions such as: "Mary, I want you to go out and play"; "Billy, put your shoes on and get ready for breakfast"; "Ann, hang up your coat when you come into the house"; "Dudley, give the tractor back to Jackie"; etc. In these instructions the child is told what to do in simple positive terms.

A second class of instructions includes the "don'ts" of which the following are examples: "Billy, don't leave your wagon in the street"; "Ann, don't cry"; "Shirley, don't leave your rubbers in the corner"; "Vance, don't take that scooter apart"; etc. Such types of instruction are negative because they emphasize the things the child should *not* do.

Illustrated by Robb Beebe

A third class of instructions include the threats and are typified by the following examples: "Mary Alice, if you don't come in and practice your music lesson you can't go for a ride this evening"; "Marcia, if you continue to tease Eleanor I will spank you"; "Billy, if you don't stop that I will tell Daddy on you"; "Junior, if you don't eat your supper I will put you to bed"; etc. Such

instruction emphasizes various unpleasant consequences.

A fourth type of instruction includes punishments actually administered. Spankings, slaps on the face and hands, denial of food, etc., belong in this class.

The fifth type of instruction includes the explanations of cause and effect or the giving of reasons for acting in a certain way and not acting in some other way, for instance: "Billy, put your wagon in the basement because it may rain tonight and the rain will cause your wagon to rust and run poorly"; "Shirley, when you cross the street stop at the curbing and look first to your left because cars coming from the left would be on your side of the street"; "John, don't go out with those boys because you know they have gotten into serious mischief several times and are under the eye of the police. If you go with them you will be considered as lawless as they"; etc. The five classes do not include all types of instruction but they refer at least to some of the more common forms. Furthermore, it is probable that no one of the types is used exclusively or alone. Parents will be interested to observe what forms of instruction they usually use. Most parents will find that they use all types and mix them freely.

"Put away your playthings," Mother had said, but returned a few minutes later to face this scene

What we next wanted to ascertain from our experiment was which type of request was most successful with children. Did Johnny obey quickly when his mother used threats or was he more co-operative when she simply gave a brief command unaccompanied by explanations or reasons? Instruction that produces desirable behavior for only a short period of time and is then followed by undesirable behavior is obviously of little value. In a similar manner instruction that fails to affect the child's behavior is useless. Control of behavior is the immediate and the ultimate aim of all instruction and the extent to which any kind of instruction assists in the process is the measure of its value.

Assembling a group of children in the psychological laboratory of the University of Chicago, we went carefully to work to test their response to the various types of instruction already described. In one series of experiments simple verbal directions such as "Mary, put on your rubbers" were compared with "don't" instructions—"Billy, don't leave your wagon in the street." In another series of experiments the effect of simple verbal directions were compared with the effects of "threats"—"John, if you don't mind me, you will be punished." In the third series of experiments comparisons were made between simple verbal directions and "threats" followed by explanations of what type of punishment would follow disobedience as "Marcia, if you continue to tease Eleanor I will spank you." Two other series of experiments compared simple verbal directions with actual punishments such as spanking, denial of food, slaps on the hands, etc., and verbal directions accompanied by careful explanations of the reasons for acting in certain ways, as "Shirley, when you cross the street stop at the curbing and look first to your left because cars coming from the left would be on your side of the street." Altogether seven series of experiments were conducted for the purpose of evaluating the different kinds of instruction.

What did the results of these tests indicate? And how useful to parents are the deductions which it was possible to make from them?

First of all we found that *the least effective type of instruction is that in which children are told in simple, positive terms what behavior is expected of them.* In other words you may expect practically no co-operation from a child if you say to him, "Johnny, come into the house," or "Mary, wash your face."

Only slightly superior to this type of instruction is that in which the child is told not to do something. This might be called the "don't method"—"Shirley, don't leave your rubbers in the corner," or "Vance, don't take that scooter apart."

From this we may conclude that instructions of the simple "do" and "don't" types *do not in any important sense control the behavior of children.*

It is not the fault of the child that he fails to respond to simple verbal directions of this sort, nor is it the fault of the parent. Psychologists have found that children are guided in their behavior only when instructions are sufficiently impressive to attract their attention. Instructions of the "do" and "don't" types do not attract the child's attention and as a result fail to raise the level of excitability in his nervous (*Turn to page* 65)

Fit Your Child for Living

Whether a person will be successful and happy in life is determined to a great extent by his early training

By G. H. Preston, M.D.

State Commissioner of Mental Hygiene, Maryland

LIVING always represents a conflict between the individual's desires to have a good time, to take what he wants, to make himself important, and the restrictions which society and the perversity of inanimate objects place upon these desires. Actual living represents a compromise, a truce in this warfare between the individual and the world. The individual who does not compromise ceases to live, either because society puts him out of the way or because nature extinguishes him. The individuals who refuse to compromise cause much trouble and keep our institutions for criminal or insane constantly full to overflowing, but the individuals who make poor treaties with the world cause vastly more trouble because of their numbers. The chronic fighters, the chronic quitters, the chronic complainers, the nervous invalids, the misfits of society, are all people who have made poor compromises, who have never adjusted to the demands which are made of them, who have never learned to live in ways which are completely satisfactory. For us the important point is that these people have been taught to meet the world in certain ways and that their teaching has been bad. Study of human behavior contradicts the popular belief that nervousness and bad temper and "rotten dispositions" are inherited and places them in the category of things which are learned, which someone, somewhere, at some time, has taught the child.

No intelligent person will deny that certain children are born with handicaps and that these handicaps affect their behavior. It is only necessary to watch the behavior of the boy who is much smaller than the boys of his age, or the girl who is much bigger than her companions, or the partly deaf child, or the child with a paralyzed leg, or the child who is unusually bright or unusually stupid, to see the effects of personal handicap on the personality. The important fact is that these handicaps need not have a totally bad effect. The ultimate compromise which a child makes with the world, regardless of what the handicaps are, depends on the way in which he is taught to live. The blind boy may be a beggar, whining at the world and feeling that the world owes him a living, or he may be a statesman or a musician. Granted that his brain was not deformed, the outcome depends not so much on whether he was taught to read and write or play the violin and piano as on the way in which he was taught to think of his handicap. Handicaps may be a spur or a millstone and whether they are the one or the other depends very largely on the way in which their possessor was taught to live. What holds true of the children who have marked handicaps holds true to an even greater extent with those children who possess normal or exceptional faculties. The finer the tool, the greater the skill required in its use.

Where, when and by whom are we taught to live? If learning to live is such an important factor in happiness, then the school of living should be worth careful study. It is evident that learning to live means learning to meet new conditions and demands in ways which are successful in obtaining, for the individual, the greatest comfort and the greatest satisfaction, and which, at the same time, most nearly suits the demands, standards and ideals of the community in which the individual exists. It is at once evident that the human being is called upon to meet more new conditions and more new demands in infancy and early childhood than at any other time in his life. To the infant everything is new, the very world is new. He must learn to breathe or he ceases to exist. He must learn to eat and sleep. The way in which he breathes does not involve others to any great extent, but the way in which he learns to eat and sleep may cause great inconvenience to his elders, so an attempt to teach him to eat and sleep in conforming ways is very promptly made if those who care for him are wise. We are all familiar with the difficulties of these lessons and we all know the trouble which may arise when it is necessary to teach the baby to eat in new ways. Studies of adults show that habits of eating, learned in childhood, may color the entire after life. Fear of new food, apprehension and finickyness taught in childhood may prevent the adult from ever acquiring satisfactory eating habits.

An acquaintance of mine is having a great deal of difficulty in teaching her children to eat a variety of vegetables. The real cause of her difficulty is the fact that their father has all sorts of likes and dislikes which he expresses in no uncertain terms before the children. Almost unconsciously the youngsters have imitated his attitude until they are now well started on the road to being "finicky" young persons who fuss about their food. Such a habit not only complicates living for the person who indulges in it but for others who come into daily contact with him. It is important to your child's comfort and to other people's that he should be taught good food habits early in life.

The small child must also learn to limit his desires and to recognize that they can only be obtained after a certain amount of satisfactory effort. (*Turn to page* 62)

Variety

By Hortense Flexner

Does God sort his children out,
"Well I know what she's about——"

"This one with the shrinking eye,
All the world will pass him by."

"That one with the hand for gold,
Ah, the type is very old."

And the others, stone or straw,
Working out eternal law;

All of them in red or black,
Walking in a dead man's track.

Does God never note a change,
Some one rather foolish—strange,

Who makes Him muse high in the blue,
"I wonder what that one will do?"

When the BABY CRIES

There's a reason behind every cry and a mother should be able to discover and deal with it

By

N. Thomas Saxl, M.D.

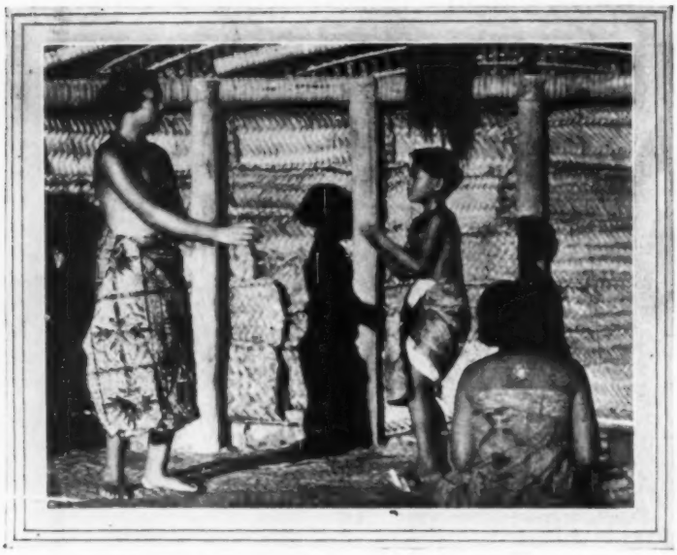
Photograph by Ruth Alexander Nichols

HOW often mothers of new babies say to their doctor: "My baby cries all the time and I don't know what is the trouble. Can you tell me what is the matter with him?" Some of this crying indicates illness, or is the fault of the mother or physician in charge, while some of it is perfectly natural, even desirable. Often mothers blame the baby for crying when the fault is their own. They attribute to the little fellow faults and traits of character that are wholly imaginary, and have no sound reasons to verify their belief that the child cries from bad temper or stubbornness. Crying on the part of any baby is a definite demonstration of discomfort which should be investigated. A mother must learn to recognize the different types of crying and to understand their underlying causes. The following analysis of various cries and their causes will help her.

Normal crying. The new-born baby cries according to the mandates of nature for the purpose of expanding his lungs. This is a strictly physiological fact and a necessary one. For this reason he continues to cry every day during the first weeks of his life. If he cries for a half to three-quarters of an hour each day this is not abnormal in any way, nor is it a sign of illness. This cry that exercises his lungs is lusty and causes the baby to become very red in the face.

Abnormal crying. When a baby cries for more than one hour in the day it is distinctly abnormal. This type of cry is either a fretful moaning or a strong, sharp, intermittent scream.

Hunger crying. When hungry, the baby is fretful and whines continually, and when fed he becomes content again and his crying ceases. His hunger may not be due only to the lack of food, but also to irregularity of feeding. If the child is stuffed, fed again in one hour and then allowed to sleep from four to six hours, he is certain to awaken hungry and will develop a habit of crying constantly in order to be fed. The training of a baby to regularity of nursing during the first twenty days of life is most important—both for the sake of the baby and for the sake of the mother, since it influences the comfort of the whole family for the next year to come. If the baby is so trained that he does not awaken at any other time than his regular nursing hours, he will give to the mother time for her household duties, including the routine of his care. The proper hours for nursing must be determined upon and then the training of the baby begins. In the case of the mother who has to do her own housework, 6 A. M. is convenient as the first feeding hour inasmuch as it gives the mother uninterrupted time from 9 A. M. to 12 noon to do her housework. On the other hand, the 7 A.M. nursing divides the morning in half since the second nursing comes at 10 A.M. When the hour is decided upon, the baby should be awakened promptly for the feeding and this schedule never (*Turn to page* 55)



Play ball! Samoan children make balls of palm leaves

South Sea Bringing

Can the Samoans teach us anything yourself the question after reading this anthropologist who was sent out by History to make a study of adolescence

THERE is a tendency in these United States to regard adolescence, "the teen age," "the awkward age," as one of the inevitable penalties of man's sinful nature. It is obvious enough that every human being goes through this process of growing up, short legs become long legs, children's bodies round out and harden into the bodies of adult men and women. Boys' voices squeak ominously to remind their fearful parents that the hour has come. And just as the ignorant young mother sighs to her neighbor, in the folk phrase which she has learned from her grandmother: "Oh, of course the baby cries all the time. It's his *second summer*, you know"; so the more sophisticated mothers murmur resignedly: "It's just adolescence. The specialists say that is the way we must expect them to behave. Adolescence is *such* a difficult age."

So widespread is this belief that adolescence is inevitably a difficult period, that longer legs mean later hours and general bad behavior, that the first tender down on the boy's lips means the assumption of religious and political views different from his father's, that the first definition of the girl's figure means active revolt against parental standards—that even thoughtful Americans have gotten the mental and physical aspects of adolescence hopelessly mixed up. The physiological aspects are so obvious, the mental aspects are so prevalent, that one can hardly blame the theorizers for coming to regard the whole period much as they would regard an attack of a particularly virulent, but fortunately not permanent, disease. The next step, one which many of the wealthy have already taken, is to quarantine all these young people, these sufferers from "adolescence," until they get over it. For their complaint, although not contagious, is likely to set up defensive reactions in

A Samoan belle wears a short cotton dress, a string of beads, flowers about her neck and in her hair. Tattooing decorates one knee

A great feast in a Samoan village. Cocoanuts, bread fruit, taro and bananas are among the chief dishes, and fingers take the place of knives, forks, spoons

Hints on Up Children

about child training? You will ask amazing article. The author is an the American Museum of Natural in this primitive society

By MARGARET MEAD
Author of "Coming of Age in Samoa"

A Samoan girl decorating the "fine mat" which must always be included in a bride's dowry

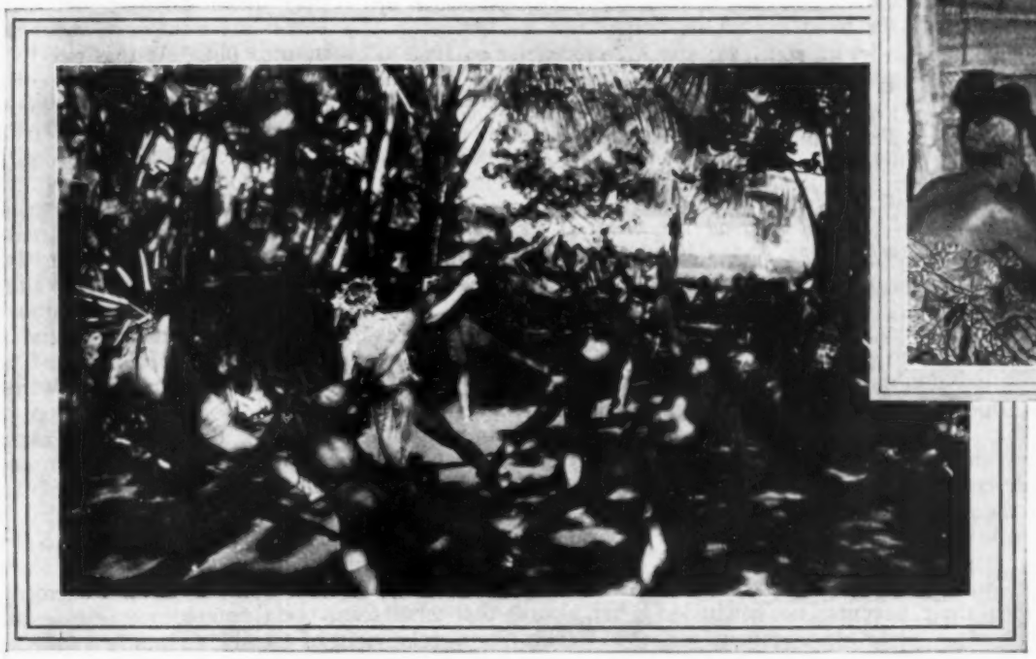
the exposed adults which also is almost like a disease.

And certainly, according to this theory of adolescence, there is nothing else to be done. Just as one puts a fever patient to bed, supervises his food and keeps him quiet until his fever has run its course, so, thinks many a modern parent: "Shut the young people up in nice, safe schools, with plenty of cold showers and athletics. Keep them away from cocktails and cigarettes and any knowledge of birth control or psychoanalysis, and after a while they will snap out of it, grow up," that is, become physiologically mature and so able to behave as their parents behave—a doubtful blessing.

But suppose all this is a great mistake. Suppose by the very act of trying to keep our children safe we are unfitting them to meet life successfully. We Americans, children of pioneers though we are, have become singularly unadventurous in our thinking, limiting our observations to our own country, our own language group, insisting, blindly, that what is true of ourselves is necessarily true of the whole human race. At least, we insist that all races of men share our limitations and defects, although we may deny them some of our virtues.

But there is one group of students of human society that doubts this method which is content to generalize from what one sees in one's own front yard without ever looking over the fence into other civilizations. These are the anthropologists, the students of mankind at all times and in all places on this inadequately explored earth. The anthropologist, in the course of his investigations of all the diverse societies of the world, has found out some very queer things about human nature. He has come to believe that human nature is not nearly

A youth visits the tattooer and becomes permanently decorated



Rhythm, grace and a sense of power are expressed in the dancing of Samoan youths

Photos courtesy of Paramount and M. G. M.

so fixed and inflexible as we used to think. Take such a fundamental human feeling as jealousy, for instance. Even jealousy is shaped and defined by the particular civilization in which a man has grown up and learned what things to be jealous about. So the East Coast African will feel no jealousy of his twenty or thirty clan brothers, but will become furious with rage if his wife bestows her favors outside of his clan. And the Eskimo provides his guest with a wife as casually as he provides him with a dinner. The anthropologist began to wonder whether all these theories about adolescence were true either, whether its miseries and rebellions were as inevitable as all the well-meaning preachers and pedagogues believed. Maybe all these pains and pangs were due not to being young but to being young in America, in 1929. Maybe it wasn't the growing body which was responsible, nor the growing spirit, but, rather, the ideas and the attitudes upon which the growing spirit was fed. It was a good guess. But how really to find out?

IT couldn't be done in America. We needed what the biologists call a "control group," that is, we had to have two sets of growing children, one in one kind of civilization and one in another. In both civilizations there would be adolescent boys and girls, passing through the same period of physiological change through which our children pass. If a society could be found in which the growing boys and girls missed out on all this storm and stress, then the anthropologist would know and the parents and teachers and preachers would know, that this storm and stress was not inevitable.

And so I set out to study the adolescents of a primitive community, a community so different from our own that there was a good chance of finding great differences in the young people who grew up in it. I picked a tiny volcanic island in American Samoa, an island inhabited by a few hundreds of brown South Sea Islanders. On the lee shore of this little island of Taū there were three small villages, in which there were some fifty girls between the ages of ten and twenty. For nine months I lived among them, learned to eat their food and speak their language, go barefoot over the slippery trails and sleep upon a few mats laid on the pebbly floor. I listened to their secrets, played with their younger brothers and sisters, talked with their sweethearts, sat docilely at the feet of their elders, learned to know them and to know their way of life. And always I was trying to find out whether these Samoan girls were torn by conflicts, baffled by spiritual doubts and tormented by vague ambitions as are American girls of the same age.

TO these questions, my answer is no, no and again no. The period of adolescence was unstressed by the society and unstressed in the girls' own lives. They changed without vexation from little girls whose main business in life was baby-tending to big girls who could be trusted with longer and more difficult tasks. No religious worries, no conflicts with their parents, no confusion about sex, vexed their souls. Their development was smooth, untroubled, unstressed. They grew up painlessly and almost unselfconsciously. And that left me with just one possible conclusion, that the woes and difficulties of youth can't be due to adolescence, for adolescence brings no woes to the South Sea Islanders.

Parents will immediately ask: "What kind of an upbringing was it, if, as you say, it's the upbringing which is responsible? What education produced this painless "awkward age," these unstormy teens? How did that South Sea Island society differ from our own?"

THE first big difference is in the family. Our typical family, of father, mother and children, is hardly ever found in Samoa. There were just three such families in the three villages I studied. The Samoans live in great households of ten to twenty people, father and mother, aunts, uncles, grandparents, relatives in law, cousins—all housed in a cluster of round open houses, with high thatched roofs and no walls and no privacy. In such families there is no youngest child, not for long. Some sister or aunt or cousin will have a baby in the next few months. The baby's nose is put so quickly out of joint that it never feels it. In such families there is no only child, the spoiled indulged pet of a family of adults. And there is no room for the eldest child to wax self-important and arrogant. Similarly the sharp division between parents and children vanishes. A family is just a long series of people of different ages, all somehow related to one another, grading down from the grandfather to the new baby.

Over the whole group presides a head-man, who isn't necessarily the father of any of the children, but who commands the obedience of all the other men in the household. So for most children the actual father is one person, and the head-man who lays down the law and controls the purse strings is some other elder. The importance and prestige of the real father and mother are shared and diminished by the presence of a lot of other grown-up people. Furthermore, the mother takes very little care of her own babies after they are about six months old. At that age they are handed over to children of six and seven, who trundle them about everywhere, astride their hips. As often as not, it isn't mother who dries the baby's tears nor father who spanks the little mischief makers. And so the setting for parent fixations vanishes; the relationship between Samoan parents and children is too casual to foster such attitudes.

The advantages are surely on the side of Samoa. The family as we know it in America is unhealthily restricted, a narrow group instead of a community of households in which the small child can experience many different kinds of fathers and mothers and older and younger children and new babies. And instead of attempting to minimize this danger, the selfconscious parent in our civilization is forever sheltering the child, from bad grammar, from the measles, from casual associates. He needs a change of heart; he needs to remember always that wholesome social intercourse is essential to the healthy development of a child. (*Turn to page* 49)

Coming Soon!

What Is Progressive Education?

¶ *A new force, a new ideal is making itself felt in education. No parent or teacher who wants to keep abreast of the times can afford to miss a word of this article by Stanwood Cobb, president of the Progressive Education Association.*

Adolescence Ahead!

¶ *Are we letting our boys and girls drift into adolescence unprepared for the experiences of the teens? Two articles by two doctors.*

The Baby Discovers His Five Senses

¶ *How to help, not hinder him, is told in this article by Jessie Chase Fenton, author of "A Practical Psychology of Babyhood."*

The Spinach Deadlock

¶ *Can children be trained not only to eat but to like what is good for them? "Yes!" says this article and proves it by scientific research.*

A Wardrobe *for the College Girl*

Illustrated by HERBERT JOHNSON

By MARIAN PARK BALDWIN

¶ Written by a college girl, this article gives inside information as to what's what on the campus. Actual prices and budgets adapted to thin, medium-sized and bulging purses are published at the end of the article

GETTING ready to go away to college is such a thrilling adventure! Out comes the dusty old trunk from the attic, or if the would-be college student is more lucky she hies herself to a luggage shop and looks at rows and rows of shiny new trunks, and finally comes home with one that has shelves and drawers and a rack that pulls out to exhibit many hangers. This she sets up in some convenient place and the very important and exciting business of packing is begun.

There are so many things the college-girl-to-be wants! But what she must do is to choose those things which are most important and collect them gradually. In the assembling of a college girl's wardrobe, especially, are some things more necessary than others.

The wise young lady will discover what these are, and begin to get them together during the summer before she is to go away. There are certain things which she will absolutely have to have and which every well-dressed college girl possesses, but the number and costliness of these may vary with her pocket-book and taste. If she will make certain to have a representative of each type of apparel in her wardrobe, she may feel sure that she will always have a suitable costume for every occasion.

Perhaps the most useful article of the college girl's wardrobe is the "slicker." This is one of the few fads that has remained to become a useful and colorful habit. There is such a deliciously free feeling about slopping around in the rain and not having to bother with an umbrella. Slicker, old hat and rubbers do every bit as well, and are a thousand times more convenient. The belted slicker, or trench coat, is perhaps the very smartest, but there are others less expensive, and then, too, the real oilskins and rubberized silks, which cost a little more.

Then there is the matter of coats. The girl who can afford only one should have a semi-sport coat that may be worn with ease in almost any situation. The wise young lady of only moderate means who can afford one every season—but only one—alternates her coats—dress coat one season and sport coat the next. It is a good thing to remember that a plain coat, plus an air of nonchalance, fits into the afternoon tea a great deal more easily than the much-furred coat at a polo game. A leather jacket or long coat is the favorite for sport wear. If one is to have a fur coat, a substantial fur such as a raccoon is the best choice. Incidentally there is no fur in as high favor on the campus today. It may be worn to the football game and (*Turn to page* 58)

Wives and CABINET

Here are delightfully intimate portraits of bers. From them foreign diplomats will

By DOROTHY DAYTON

Harris & Ewing

Mrs. Arthur M. Hyde, wife of the Secretary of Agriculture

Harris & Ewing

Miss Caroline Hyde, daughter of Secretary and Mrs. Arthur M. Hyde

Harris & Ewing

Mrs. William De Witt Mitchell, wife of the Attorney General

International Newsreel

Miss Gertrude Lamont, daughter of the Secretary of Commerce

ASSEMBLED in Washington are the women who will, for the next four years, with Mrs. Hoover, "the first lady," represent, socially, American womanhood. From New England, from the South, from the Middle West, and from the far West come these cabinet wives. From these women will foreign ministers and ambassadors largely base their impressions of American family life. Fortunately, they represent the best in American traditions, breeding, intelligence, and efficiency. And it struck me, in interviewing several of these cabinet wives, that here are a group of women, who, while they have accomplished nothing in the way of the independent careers so near to the hearts of modern women, have yet been eminently successful in the most difficult art of all—that of establishing a rich and harmonious background for their husbands and children, and imparting to even the most casual visitor a certain definite impression of the beauty and happiness that comes from successful human relationships.

Mrs. James J. Davis, the youngest cabinet wife in history, is the most actively engaged in motherhood. She is, in fact, up to her neck in it. For there is a perfect stairway of little Davises—five in all, Jim, twelve; Jane, nine; Jean, seven; Joan, five; and Jewell, three. The five "little jays," they are called in Washington, and the names, somehow, are quite characteristic of Mrs. Davis' whole attitude toward life. That attitude has a large element of humor in it. It, no doubt, requires a large sense of humor to become the mother of three children while actively engaged in the strenuous social duties required of a cabinet wife.

Mrs. Davis came to Washington eight years ago, as the wife of the Secretary of Labor, still an eager and alert girl in her twenties. Her background was that of a Pittsburgh stenographer, and her task was that of competing with brilliant, poised and socially wise women old enough to be her own mother, in most instances. She already was the mother of two children.

Courage, determination, eagerness, tolerance and that unfailing sense of humor were the qualities she brought with her—those, and a certain avid zest in life, which is her most marked

Children of MEMBERS

the wives and children of Cabinet members gain their impressions of American life

Harris & Ewing

Mrs. Ray Lyman Wilbur, wife of the Secretary of the Interior

Underwood & Underwood

Mrs. David K. Bruce, daughter of Andrew W. Mellon, Secretary of the Treasury

Underwood & Underwood

Mrs. James W. Good, wife of the Secretary of War

characteristic. That she has been eminently successful is the verdict of social and official Washington. In addition to being a correct and poised hostess at the more formal functions required by official tradition in Washington, the Davis home on Massachusetts Avenue is known far and wide as a delightful and informal gathering place, where one is always sure of hearing sprightly and interesting conversation, discussion of good books, and music.

In such a background the five little Davises are more than exceptionally fortunate. For Mrs. Davis doesn't tuck them away the moment company comes. When the entertainment is of an informal nature, and particularly when there is music, the children are allowed to be present. But her attitude toward them is so casual that guests instinctively realize that they are not to be "made over." Their presence is accepted quite as naturally and pleasantly as though they were grown-ups. When Mrs. Davis introduced them their responses were natural and friendly. They were, in other words, treated as individuals, neither forward nor shy, not at all precocious, and they showed absolutely none of the usual child's determination to attract attention to himself.

Mrs. Davis quite frankly explained (*Turn to page* 77)

Underwood & Underwood

Mrs. Charles Francis Adams, wife of the Secretary of the Navy

James J. Davis, Secretary of Labor, and his family

Harris & Ewing

Every Boy Needs Tools

A workbench will provide a boy—or a girl, for that matter—with plenty of worth-while fun while it develops manual dexterity, originality and accuracy

By Blanche Halbert

Better Homes in America

THE most useful people in the world are those who can do things. Creation is the dream of every boy, for there is something extremely fascinating about planning things and actually making them. There is probably no surer way of developing inventive ability than by seeing that your boy has a few tools and a place to use them. He will salvage for himself most of his necessary material. Here is fascinating employment for him at any time of the year and as he becomes proficient he will find that he can make necessary repairs about the house or add to its equipment as well as make things which he wants for himself.

A good workshop does not require very much room. Space for a workbench about two feet wide and five feet long, with a little extra room to work easily around it and enough space for the boy's own collection of materials that he has salvaged here and there, is about all that is essential. It is well to have the place where the workshop is located sufficiently light for good work and reasonably well ventilated. It must also be dry in order to prevent the tools from rusting. The garage and the attic may both be made suitable places for a good workshop; the basement if dry and well ventilated is also very frequently used.

It is an easy matter for a boy to make his own workbench. Pine or cypress is suitable material to use. Thirty inches is a good height. A top surface five feet long and two feet wide are good dimensions. The complete cost of a workbench will probably not be more than two dollars even if new lumber is purchased. The workbench is very essential for all kinds of wood work. If a vise of wood is attached it will, of course, cost more. Most boys, however, greatly prefer the steel vises if they can afford to get them. A bench hook with which the boy may press his material to hold it firmly is most convenient and really costs almost nothing.

Making things with his own tools is the joy of Billy's heart

Illustrated by Corinne Dillon

It is not wise to buy cheap tools. Not many are needed for the boy's workshop, but they should be good ones. The hammer and the saw are necessary and are usually among the first tools purchased. If you buy a set of tools for your boy or an equipped tool chest be sure they contain only useful, carefully selected, good tools. If you plan, instead, to buy only a few tools at a time as money permits, you should gradually acquire a brace and several sizes of bits, a plane, a chisel, a screw driver, a file, a hatchet, a pair of pliers, a jack-knife, a tri-square, and possibly another saw should be added. In the making of toys a coping-saw is (*Turn to page* 53)

What Parents Should Know About

Infantile Paralysis

By W. LLOYD AYCOCK

In charge of research in infantile paralysis for Harvard Infantile Paralysis Commission

THERE is probably no malady more dreaded by parents than that of infantile paralysis. And justly so. Approximately one-half of all the crippled children in this country owe their disability to this disease in which there is always a sharp increase during the summer and fall months. One of its terrifying characteristics is that it steals upon a child who is apparently in perfect health. There is only a moderate fever along with other symptoms not unlike many of the little upsets to which children are subject, and except for a certain rigidity of the neck and spine, which unfortunately is not always noticeable, the child may not appear alarmingly ill. However, about the third day from the beginning of these milder symptoms it is noticed that the use of one or more groups of muscles is lost and in all too many cases this paralysis proves to be permanent. In addition to the loss of the use of a number of muscles, another serious consequence of the disease is the deformity caused chiefly by strong muscles outpulling the muscles weakened by paralysis in a growing child.

Fortunately, much can be done to lessen the crippling which results from the disease. But there is no possibility of actually curing the paralysis once it has established itself. The reason for this is that the paralysis is due to the destruction of nerve cells in the spinal cord. These large nerve cells are connected by nerves to muscles in all parts of the body. Like a battery these nerve cells send impulses which cause the muscle to contract. When the nerve cell is dead the muscle can no longer function.

It must be plain then that while everything possible should be done for the cripple, the only satisfactory solution of the problem lies in preventing the disease entirely or at least preventing its one serious consequence—paralysis. Any intelligent attempt to control the disease must be based on exact knowledge of how the disease is contracted. For this reason it has been made the subject of extensive study. It is not yet possible to lay down rules for the control of the disease, but much progress has been made. A summary of what has already been found out and some discussion of what must yet be learned before effective measures can be instituted against the disease is important.

Points to Remember

¶ *Approximately one-half of all the crippled children in this country owe their disability to infantile paralysis.*

¶ *If your child runs a temperature, has an upset stomach, don't decide he's "just bilious." Call the doctor.*

¶ *In the case of infantile paralysis, a speedy diagnosis of the disease, followed by immediate treatment, may prevent paralysis.*

¶ *Serum for persons who have had infantile paralysis is of benefit if given in the earliest stages.*

¶ *Find out the facilities in your city or state for providing such serum.*

¶ *Quarantine the patient and those attending him.*

Infantile paralysis is a new disease only in that it has taken on an epidemic prevalence formerly unknown. Beginning in 1907, epidemics have occurred in some parts of the country each year, and no part of the world is entirely free from the disease. The year 1894 is notable in the history of this disease, not only because of the first large epidemic which occurred in Vermont, but because it marked the beginning of scientific investigation of the disease in this country. The research begun by Dr. Charles S. Caverly, of the Vermont State Board of Health, on what was then called the "new disease" has continued up to the present time—in the last few years in co-operation with the Harvard Infantile Paralysis Commission.

By means of such studies much of the mystery surrounding its occurrence has been removed. We now know that infantile paralysis is a germ disease, although the germ is a peculiar one because it cannot be seen with the microscope. Identification of the ordinary disease germs is a comparatively simple matter, but the detection of the germ of infantile paralysis requires about two weeks.

Because it takes so long to detect the virus—a process which costs about $25.00—such tests have not been carried out on a large scale, but enough have been done to show that the virus is present in the nose and throat of persons ill with the disease and sometimes in well persons who are apparently carriers of the virus. Other experiments have shown that the disease may be contracted through the nose and throat, so that it would appear, from the experimental side, to be a contagious disease like measles, scarlet fever or diphtheria, which diseases, as is well known, often occur in persons who have been associated with previous cases of the same disease.

But when we come to observe the occurrence of infantile paralysis, association with a previous case is seldom found. Often it seems to come out of a clear sky. In other words, the evidence usually sought to establish contagiousness—the occurrence of the disease in those associated with the sick—is, on the surface at least, lacking.

This fact has led to many theories, some of them quite fantastic, relating to some mysterious (*Turn to page* 68)

Stay Young *with* Your Children

Parents need wings, says the author—wings of wonder and imagination—if they are to understand and grow with their children

By Peggy Pond Church

Los Alamos (New Mexico) Ranch Schoo

"WHY can't you fly now, Mother?" asks Wendy's daughter, and Wendy answers, "Because I am grown up now, Dearest. When people grow up they forget the way. . . . Sometimes I wonder if I ever knew how to fly." Barrie tells us that we needn't feel sorry for Wendy. She was one of the kind that likes to be grown up. But I never found that assurance very comforting. It always seemed very tragic the night that Peter flew in through the window and found Wendy huddled by the fire, squeezing herself as small as possible to put off revealing the dreadful fact to him that she was grown up—and had forgotten how to fly. Because she needn't have forgotten.

When I was a little girl I had parents who were like Wendy. They were always impressing upon me the dreadful responsibilities of being grown up and assuring me that learning to dust the furniture thoroughly and put all my clothes neatly away into the closet would be far more profitable than the hours I preferred to spend flying blissfully about on the wings of my imagination. I never dared to breathe aloud that I didn't want to be grown up, that, like Peter, I always wanted to stay little and have fun. That would have been heresy—in my family, and besides I was sure it wasn't possible. Children were bound to grow up eventually—and that was the end of them.

BUT one day I met a mother who was all the things Wendy might have been if she hadn't believed that growing up necessitated forgetting how to fly. This mother belonged already to a little boy of her own, but I coveted her sinfully for mine and vowed a solemn vow (to my diary) that that was the kind of mother I would be when I grew up. "One reason I like her so much," I wrote (in this same diary), "is that she never says, 'little girls shouldn't ask questions,' but just tells me everything she thinks. And she loves fairy tales and play-acting and nature and everything that I love." She found the world a beautiful place—not just full of horrid things to do like dusting and making beds. Even these were not horrid for her because they were all a part of making and keeping the world around her as beautiful as it could be. Her eyes could see so much loveliness that she couldn't help revealing it to everyone near her, and the great miracle was that she didn't try to keep anything back from us children because she thought we were "too young to understand!" In fact, I think she knew we could understand better than many grown-ups whose visions had been clouded.

The quality I believe she possesed, even above all others, was imagination. Of course we will all define the word differently, but to me its meaning is chiefly the ability to see with more than the physical eye—with the mind or the spirit, whatever you choose to call it, that enables us to see more than is revealed; to realize the inner qualities of a thing; to be aware of its every latent possibility; even to call up from the past the image of something that is not actually present and perhaps to put it side by side with the problem before our eyes so that what we have learned of the former will give us aid and understanding in dealing with the latter—all this imagination is, and more.

Parenthood can be a heavy responsibility which we undertake with laborious care as we undertake, perhaps, to dust the parlor—in great fear lest we leave some dust behind the sofa where someone will discover it—or it can be a delightful business of sharing with one of the most appreciative audiences on earth the loveliness and delight and wonder we have discovered for ourselves—with the aid of our imagination. But to show off much of this wonder we must be able to fly, and, too, we must be able to fly if we wish to reach the entrancing Neverlands our children will discover and long to show off to us. And far, far too little has been said to parents on the importance of learning to fly—or rather of never forgetting how. We learn a great deal about the necessity of spinach and cod-liver oil and various methods of discipline, and also how vital a matter it is that our children be taught to use their wings—if they have them, but we don't always realize that if we have wings ourselves our children will quite naturally learn to fly.

THE other day I bought a piece of pottery from an Indian. It was just a small, dull-black bowl, but of a shape as perfect as a perfect chord of music, and just the right soft shimmer of light along its curves to bring a tightness into anyone's throat who has learned to see such things as symbols of loveliness. I thought how it would look on my little low piano by the window, between the funny little brass men and the tall blue candles. And then my thoughts went off to the winged mother who had come along at the time when I, as a little girl who "mustn't ask questions" was choked by the unutterable beauty I found around me, and showed me that one needn't be ashamed to be stirred by these things, and that there were people to whom one could speak of them and who would understand. I remembered the laughing trickle of brook water and the softness of the violets along the edges of it where we had danced barefooted—she and I and the little boy—one spring, in between making beds and dusting; and the suppers we ate by candle-light; and the fairy-tale books we loved and talked about; and the great rock we called Faun Rock because we thought Debussy's Faun might have lived there and pursued that cruel and evasive nymph through summer afternoons. And I thought that if I could ever be the kind of person who could give children things like that to remember the rest of their lives, if through my eyes they could have their first glimpses and realization of the (*Turn to page* 80)

Father Minds the Baby

By Berton Braley

Illustrated by Helen Disbrow

YOUR mother is given to bother,
I'll just let you toddle around,
You won't hear a word from your father
(Here, gimme that match that you found.)

I'll just let you toddle around;
Sure, cut up your infantile capers
(Here, gimme that match that you found.
You *mustn't* tear up all the papers.)

Sure, cut up your infantile capers
(No, no! mustn't play with the ink.
You mustn't tear up all the papers.)
I guess that the kid wants a drink.

No, no!—mustn't play with the ink.
My gosh, drop that piece of cigar;
I guess that the kid wants a drink.
You thirsty, my son? Here you are.

My gosh, drop that piece of cigar;
Quit eating the lint off the floor.
You thirsty, my son? Here you are.
(He's chewing an old apple core.)

Quit eating the lint off the floor,
Stop pulling the cat by the ear
(He's chewing an old apple core);
Say, how did that knife get in here?

Stop pulling the cat by the ear,
Give father the knife; that's a boy.
Say, how did that knife get in here?
Why can't the kid play with a toy?

Give father the knife, atsa boy;
Lay off of those typewriter keys.
Why can't the kid play with a toy?
(He's now got my pipe, if you please.)

Lay off of those typewriter keys
Or you'll hear a lot from your father.
(He's now got my pipe, if you please);
Here's mother! My word, he's a bother!

Thank heaven, here's Mother!

Keep Posted!

News of the Better Parenthood Movement, Child Welfare, Education and Other Matters of Interest to Parents

Perhaps It's Glands

"THE troublesome child who makes life miserable for his family, his school teachers and the neighbors may be the unfortunate victim of a disordered gland system," said Dr. Louis A. Lurie of Cincinnati in discussing the behavior of problem children before the American Psychiatric Association. Out of 500 cases of children with behavior disorders Dr. Lurie declared he found 50 due to endocrine gland disturbances.

Air-Minded Mamas

SHOULD women who are mothers fly? "Yes," says Mrs. Mary C. Alexander of Lynchburg, Virginia, who recently matriculated as a student flier at Roosevelt Field, Long Island. Mrs. Alexander is the mother of two children but feels this no reason for keeping her feet on the ground. Mrs. Alexander has for the past eight years operated an automobile sales agency in Lynchburg and is taking flying lessons because she intends to sell airplanes as well as automobiles. There are six other women who are classmates with Mrs. Alexander in aviation at Roosevelt Field.

Pity the Poor Guinea Pig

HOW much vitamin C do fresh cucumber pickles contain? This isn't a conundrum but a question which has been bothering dieticians until some of them collected eighty guinea pigs ranging from the tender age of eight to ten weeks and began to feed the poor little things cucumber pickles. Within the limitations of this experiment, it may be said that *fresh* cucumber pickles have the same antiscorbutic potency as fresh cucumbers.

Whether it is probable that cucumbers or a dash of cucumber pickle will soon be recommended for babies because of their healthful effect on guinea pigs is a matter for conjecture!

Pink for a Boy

Oh, No, Blue for Boys

Nationwide Poll Results in Deadlock

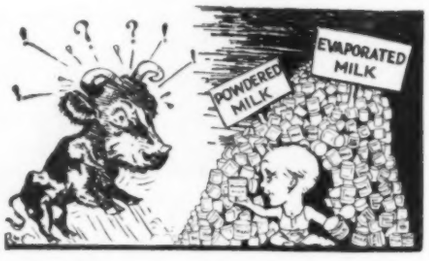
Should it be blue for boys and pink for girls or pink for boys and blue for girls? THE PARENTS' MAGAZINE and W. W. Norton and Company, co-publishers of "The Modern Baby Book and Child Development Record," wanted to know in order to have the information to use in selling the volume. The magazine made inquiries of the leading authorities in the United States—the large department stores that sell baby equipment—and discovered this amazing difference of opinion.

	Color for Boy Babies	Color for Girl Babies
Saks & Co., Fifth Ave., New York City	Blue	Pink
Best & Co., New York City	Pink	Blue
B. Altman & Co., New York City	Blue	Pink
John Wanamaker, New York City	Pink	Blue
Stern Brothers, New York City	Pink	Blue
R. H. Macy & Co., New York City	Pink	Blue
Gimbel Brothers, New York City	Blue	Pink
Marshall Field & Co., Chicago	Pink	Blue
A. Starr Best, Chicago	Pink	Blue
Lane Bryant, Chicago	Blue	Pink
Mandel Bros., Chicago	Blue	Pink
The Fair, Chicago	Blue	Pink
W. Filene's Sons Co., Boston	Pink	Blue
Chandler & Co., Boston	Blue	Pink
Jordan, Marsh Co., Boston	Blue	Pink
R. H. Stearns, Boston	Pink	Blue
E. T. Slattery Co., Boston	Pink	Blue
John Wanamaker, Philadelphia	Blue	Pink
Leopold Adler, Savannah, Ga.	Blue	Pink
Paris D. G. Co., Great Falls, Mont.	Blue	Pink
Davis-McCollum, Winston-Salem, N. C.	Blue	Pink
L. S. Ayres & Co., Indianapolis, Ind.	Blue	Pink
Thalheimer Bros., Richmond, Va.	Pink	Blue
Sanger Bros., Inc., Dallas, Tex.	Pink	Blue
Younker Bros., Des Moines, Iowa	Pink	Blue
Stewart Dry Goods Co., Louisville, Ky.	Blue	Pink
Eiband's, Galveston, Tex.	Blue	Pink
Miller Mercantile Co., Salem, Oregon	Blue	Pink

What to do? President Hoover should ask the United States Bureau of Standards in Washington to act.

Don't Blame the Movies

AN intensive two year's study of crime and the motion picture has been made by Dr. Joseph L. Holmes, of the Department of Psychology at Columbia University. He believes his studies prove the actual unimportance of the film as a producer of young delinquents. "The movies provide an outlet for the romantic imagination rather than jeopardizing our emotional stability," declares Dr. Holmes.



Concerning Milk

RECENT studies in the Washington University School of Medicine and the St. Louis Children's Hospital, comparing evaporated milk with breast milk or modified cow's milk, showed equally good results with well babies with the evaporated milk. Especially good results were obtained with the sick children, particularly those suffering from diarrhea or in the case of premature infants. It was concluded that evaporated milk is the full equivalent in nutritive value of pasteurized or boiled whole milk, and that suitably modified it was especially satisfactory for premature infants or those suffering from any nutritional or gastro-intestinal disorders.

Powdered dried whole milk, tried at the New York Post Graduate Hospital for a year in feeding 100 babies was also well taken and proved satisfactory when supplemented with orange juice and cod-liver oil.

This is all good news for mothers especially in communities where the milk supply is not adequate or well controlled or for any mother when traveling, visiting or stopping briefly in places where the milk supply is of unknown quality.

What Spells Homemaking to You?

How to live on twenty-four hours a day and be true to high ideals in housekeeping and child care is a problem every mother must face

By Gladys Beckett Jones
Garland School of Homemaking

"IF I had time I would read to the children," "If I had time I would garden," "If I had time I would visit school," "If I had time"—a chorus to be heard wherever you find a group of homemakers. Sometimes it is expressed with regret for the lost opportunities, sometimes used as an excuse for the things undone, but always the remark shows a gap between the power and ambition of the woman and her actual achievement.

This demand for time on the part of the homemaker signifies a growing consciousness of the fact that time is a valuable asset; a tangible, material thing to be apportioned with at least as much thought, care and wisdom as the family income. We homemakers have been prodigal with time. We have spent it lavishly, doing work by hand that might be done with machinery, doing elaborate cookery when family digestions would have been better without it, gossiping over the back fence, and then questioning the value received for the hour spent. At last we are ready to cast up accounts and find out where we stand.

My first approach to time saving was to lay out an iron-clad day. I would rise up at a certain time in the morning and I reasoned the whole family routine would then move along with clock-like regularity—but families and family routines don't move that way and the day seemed just as crowded as before. Then, since thinking in terms of the clock did not necessarily give me more time, I changed to thinking in terms of values. What was worth doing and what was not worth doing? This brought me face to face with the fact that there are but twenty-four hours in the day and that my only hope for achieving the things which I most yearn to do is in having an objective, a goal toward which I work.

To determine objectives the homemaker must lay all of the family and individual needs on the table before her. Mary had colds last winter; they must be guarded against. Billy is too fond of books and if he is to be a well-balanced person sports must be emphasized. We must try not to increase any of the family expenses. Father needs all of his resources for the new business. The family is not having enough social life; too much effort has been put into housekeeping. From such needs she must formulate her objectives. An objective may be such that the co-ordinated efforts of all the members of the family are concentrated on it for a year or more, or it may be an objective that is of importance for only a few weeks or months, and always there will be the permanent objectives common to all intelligent homemakers.

I asked a charming grandmother who had successfully brought up a family what that term which we hear upon the lips of modern psychologists "family integration" meant to her and she said, "Working and playing together, doing dishes, making beds, planting the vegetable garden, going on a picnic, popping corn on Sunday night, anything that lets the family do things together." Isn't that a simple but adequate explanation? There are so many attractions that pull us out and away from home that it takes conscious planning to bring us together. If enjoying home and each other as a family is to be one of our objectives, then all individual and family time schedules must be directed toward that end as well as toward outside social obligations.

Better housekeeping standards have often been the objective that has led to more comprehensive homemaking. Even though we think we don't mind working at a sink stacked with dishes or at a desk littered with papers or living in a house that is mussy and disorderly, we all respond to neatness and order and a certain rhythm in living. Mrs. Armstrong was a college woman, an attractive, likable person. Her small daughter Louise had not gained weight in a year. Examinations did not reveal anything organically wrong and an adequate diet and rest were prescribed, still Louise did not gain. When all aspects of the family were studied it was found that Mother liked to stay in bed in the morning and breakfast was late. Then there was a scramble to get the house in order and that made Louise's dinner late, and rest periods were shortened accordingly so that Mother could take Louise out with her in the afternoon, and supper was prepared and served in a cluttered room in a tense atmosphere. When a definite routine was established so that meals and rest periods were on time and a certain semblance of order was established in the house Louise began to put on weight. But this was achieved only by letting Louise in on the game of getting Mother up in the morning and having meals on time.

That the public schools have found it necessary to assume a part of the responsibilities of the health education of the child in the grades would indicate that many of us forget that as long as there are young children in the family, positive health must always be a family objective. There is also a period in every family's life (*Turn to page 74*)

The Homemaker's Calendar

By Jane Coolbaugh

These special autumn tasks face the housekeeper:

Draperies—Bring out, press and hang in place.

Rugs—Get back from storage as summer rugs are put away.

Slip Covers—Wash and put away rough dry.

Curtains—Iron and put up.

Summer Blankets—Wash and put away.

Porch Furniture—Store, covered with paper to protect from dust.

Screens—Put away, protected from dust and rust as soon as flies are gone.

Awnings—Take down and wrap carefully in heavy paper.

Summer Clothes—Wash and put away rough dry.

Summer Woolens—Wash and put away, moth-proofed, to keep safe from ravages of early moths next season.

Winter Clothes—Bring from storage to be ready for first snappy days.

There is need for systematic home managing as social activities and other interests crop up.

No orgy of fall housecleaning is necessary if the house is kept clean throughout the year, one room a month being given a thorough going over.

Everyday Problems

And How Parents Meet Them

WE are convinced that there is no magic formula that will perform miracles in child training. But we do feel that the methods outlined here contain helpful suggestions. We invite our readers to tell us briefly of problems in child rearing which they feel they have handled successfully. One dollar will be paid on publication for each contribution accepted. Manuscripts for this department will not be returned. Address The Managing Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

TWO-YEAR-OLD ALICE WENT TO BED SMILING BUT SCREAMED THE MINUTE WE SHUT HER DOOR OR STARTED DOWNSTAIRS. She crawled out of bed, opened the door and came downstairs still screaming. Yet she had had excellent sleeping habits up until a few weeks previous to this experience.

HOW THE PROBLEM WAS HANDLED: We cleared a room of furniture, making an indoor playroom where Alice was free from interruption if she desired to be alone. We built a low sandbox outdoors and provided sand toys such as spoons, pans, little tin pails, etc. We brought into the yard a large packing box and some light boards for the children. We provided two vehicular toys. We painted her small bedroom, put up new curtains, hung one picture and provided a small new rug. In short, we tried to make Alice's life as satisfactory to her as possible without strain on the rest of the family.

After Alice's supper Daddy gave her ten minutes time for talking or a story while Mother made certain that everything customary was in readiness for bed and sleep. Alice was put to bed . . . and when she got up she was put back in bed, gently but firmly. When she got out the second time we put her to bed saying, "You can stay . . . sleep now." The third time we put her back saying, "Mother will help you stay." Alice lay on a light-weight cotton blanket. This we folded over her and pinned securely so that she was forced to relax. The first time she struggled but soon fell asleep and was unpinned and the blanket thrown off her. The second night we went through exactly the same procedure. The third night after her story she was put to bed but pinned in the first time she got out of bed. Mother quietly said, "Mother will help you stay in bed—sleep now." The next night (fourth) when she went to bed she said, "Not help me—Alice sleep by self." And she did.—*Mrs. B. E., New York.*

CAN YOUNG CHILDREN BE TAUGHT TO BE GOOD PATIENTS? I asked myself the question when the doctor decided it would be best for three-year-old Eloise to have a series of hypodermic injections. It seemed a Herculean task to think of taking her day after day to the doctor's office for the treatment, without upsetting her nervously, and without making any scene because of her objections.

HOW IT WAS HANDLED: I told her that the doctor wanted to cure her by pricking with a needle, to put the medicine in that way. To the inevitable question, "Will it hurt?" I told her frankly that it would hurt for just a minute, but would not hurt long. I then told her that even a brave little girl had the privilege of crying when it hurt, but that it would be very foolish to cry before it hurt, or after the hurt was gone. When we had agreed on that as a fair code of ethics, we went to the doctor's office. On the way we stopped at a candy store, and she picked out two candies (wrapped in paper) one for the doctor and one for herself to eat after the ordeal. I explained that the doctor doesn't like to do anything that hurts anyone, so it would be nice to give him a candy. (I felt that in giving him something she liked, she could not harbor any resentment against him.) So she went, knowing what to expect, and a bit curious, too, the first time. (And I did not allow myself to even feel anything but matter-of-fact and confident.) She found things happened just as I told her they would. Opening her little purse and giving the doctor his candy took her thoughts away from herself, and gave the occasion a pleasant ending. She never failed to ask him what color his candy was, and he let her put both paper wrappers into his waste pail, as she always enjoyed stepping on the lever to make the lid bob up. So she went to the doctor's office on eleven successive days for eleven "shots," and she always held out her arm, or asked him which arm he wanted as confidently as could be. She cried out when the needle went in, but never continued crying, and always went away in a pleasant and victorious frame of mind. The doctor remarked that he had never seen such will power in one so young. I told him it was because she had never been deceived.—*Mrs. B. T. H., South America.*

What Would You Do?

$10 for the Best Answer

MR. and Mrs. Brooks have answered their little girl's questions in regard to birth quite frankly ever since she first began to ask them. Gladys is now eight. Lately the subject has been somewhat prominent as the Brookses are expecting another baby, to which Gladys is looking forward eagerly along with the rest of the family. There is no doubt but that Gladys probably talked of these matters among her friends as her parents have purposely refrained from cautioning her too largely in this regard for fear that the sense of shame might become attached to the subject for her. Her attitude is very matter-of-fact. The other day Mr. Brooks received the following letter:

"I feel it my duty as a Christian friend to call your attention to a matter that is causing most severe criticism among your friends and neighbors. It is the fact that you and your wife have been informing your little girl of many things relative to sex matters. She has been repeating what you have told her to the teachers at school, as well as telling other little children. Some mothers have forbidden their children to play with your little girl on this account. It would seem that a little child of such tender age should not be informed of such delicate and confidential matters, not only for the child's sake, but for the welfare of other little children with whom she may talk.—*A True Friend.*"

The best 300-word solution to this problem submitted by September 20, 1929, will receive a prize of $10 and will be published on this page in an early issue. If two or more answers are of equal merit, duplicate prizes will be awarded. Address: Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*

ABOUT A YEAR AGO, MY TWO BOYS, AGED SEVEN YEARS AND FOUR YEARS RESPECTIVELY, BEGAN TO HIT, PUSH AND KICK EACH OTHER WHENEVER THEY HAD A DISAGREEMENT. I observed that this occurred more often when they were in the house than when they were playing outdoors. I got the idea that they weren't getting enough exercise and had too much surplus energy.

HOW IT WAS HANDLED: I bought a large leather "striking bag," with an elastic cord at the bottom and a stiff rope at the top. I installed this in their outdoor playroom. (The basement or the attic would have done just as well.) Whenever one boy became angry at the other, and was about to strike him and "start a fight," I made that boy go to the playroom and "take it out on Mr. Punch."

(*Turn to page 66*)

LIVINGSTON LUDLOW BIDDLE, III

"master" of SUNNY RIDGE FARM

Livingston Ludlow Biddle, III is the son of Mr. and Mrs. Livingston Ludlow Biddle, II of the Philadelphia Biddles, whose winter estate is Sunny Ridge Farm, Pinehurst, N. C. He is the grandson of that famous financier, Anthony J. Drexel Biddle

Protected by this simple plan every mother can use

Sturdy and rosy, the little boy trots about his father's peach orchards at Pinehurst. Livingston Ludlow Biddle, III—who has enjoyed every luxury of social position and wealth, since the day he was born.

In his yellow head there's no idea of the constant care surrounding him. Yet Sunny Ridge Farm—the lovely country home to which he's heir—centers on his happiness and welfare.

The best child specialists watch his physical progress. His exercise is planned, his play regulated, his diet supervised.

All this expert knowledge heaped on one small boy! Yet they've decided one important thing just as almost every mother decides it for herself.

At fashionable Pinehurst the children play in a deer park. Here Livingston spends happy, healthful outdoor hours on the slides or little merry-go-round

Advised by famous specialists, Mrs. Biddle gives Livingston for breakfast and supper, that *hot, cooked* cereal long thought of as the children's own—good old Cream of Wheat.

"Livingston was a very young baby when the doctors first prescribed Cream of Wheat," says Mrs. Biddle. "He's been eating it ever since, and is wonderfully healthy."

This decision of the Biddles' physician is supported by 221 members of leading medical societies in New York, Chicago, San Francisco and Toronto. Questioned recently, *every single one* of these distinguished specialists approved Cream of Wheat.

They know how abundantly rich in energy it is—how amazingly easy to digest, because all the harsh part of the grain is removed.

Let your youngsters have this simple little care that's given Livingston Biddle—a good hot bowl of Cream of Wheat every morning.

The Cream of Wheat Corporation, Minneapolis, Minnesota. In Canada, made by The Cream of Wheat Corporation, Winnipeg. English address, Fassett & Johnson, Ltd., 86 Clerkenwell Road, London, E. C. 1.

FREE—this simple plan that makes children enthusiastic about their *hot, cooked* cereal. The children's H. C. B. (Hot Cereal Breakfast) Club, with 734,000 participants. Badges, pictures, gold stars, etc. All material free, sent direct to your children. Just mail coupon to:

THE CREAM OF WHEAT CORPORATION
DEPT. W-19 MINNEAPOLIS MINNESOTA

Child's name.....

Street.....

City.....*State*.....

To get sample of Cream of Wheat check here.....

Livingston Biddle eats that cereal which helps keep millions of other children well—Cream of Wheat

CREAM OF WHEAT

© 1929, The C. of W. Corp.

All advertisements conform to standards on page 73.

Motion Pictures

Which Are Suitable and Which Unsuitable for Children and Youths? Which Are Recommended for Intelligent Adults?

ANNA AGAINST THE WORLD, with Shirley Mason (*Tramm Carr*)—Trite and shopworn story of a virtuous musical comedy star who struggles to become a prima donna. Silent. (U) *For A:* Mediocre. *For Y:* No. *For C:* No.

BROTHERS, with Barbara Bedford (*Tramm Carr*)—Thoroughly stupid filming of what was a rather good stage play of two orphans, separated, one following the right path, the other the wrong. Silent. (E) *For A:* Mediocre. For *Y:* Hardly. *For C:* No.

BEHIND THAT CURTAIN, with Lois Moran and Warner Baxter (*Fox*)—When this detective story was prepared for the screen, sentiment supplanted mystery. However, the picture interests, particularly because of its background and pictorial effects. All talking. (U) (E) *For A:* Fair. *For Y:* Rather too sophisticated. *For C:* No.

CHASING THRU EUROPE, with Sue Carroll and Nick Stewart (*Fox*)—Highly entertaining comedy of a young cameraman's thrilling daily experiences getting news. He has still time to rescue a young lady in distress, and European cities form a delightfully romantic background for their adventures. Silent. (U) (E) *For A:* Amusing. *For Y:* Very entertaining. *For C:* Excellent.

DANGEROUS CURVES, with Clara Bow (Paramount)—Instead of her usual flapper role, Clara Bow does good acting as a slangy circus girl, stanchly devoted to a hero who is an incredible cad. The picture is a mixture of good and stupid, thoroughly human at times, absurdly false at others. The spineless hero's drinking and his painful egotism are ridiculous. Decided improvement over objectionable themes of previous Bow pictures and one of the best she has made. All talking. (E) *For A:* Fair. *For Y:* Fairly good. *For C:* No.

EVANGELINE, with Dolores del Rio (*United Artists*)—Distinguished by exquisite photography and careful settings, the story follows the original fairly accurately. It is an interesting production. With song sequences. (U) *For Y:* Interesting. *For C:* Good.

THE EXALTED FLAPPER, with Sue Carroll and Irene Rich (*Fox*)—An amusing fantasy of a princess who *would* marry for love. A delicious burlesque of "royal families we have met." Sound only. (U) *For A:* Amusing. *For Y:* Generally excellent. *For C:* Good.

FATHER AND SON, with Jack Holt (*Columbia*)—A sentimental melodrama concerning the companionship between a father and his motherless son, which is temporarily interrupted by the man's marriage to a notorious woman. Part talking. (U) (E) *For A:* Fair. *For Y:* Possibly interesting. *For C:* Questionable.

THE HOLLYWOOD REVIEW (All Star) (*Metro-Goldwyn-Mayer*)—The revue is pretentious and highly entertaining after the sophisticated manner of its type. All talking. (U) *For A:* Good of its kind. *For Y:* Entertaining. *For C:* Passable.

JOY STREET, with Lois Moran (*Fox*)—"Flapper-whoopee-jazz" carried to the limit of silliness and stupidity. Lois Moran painfully self-conscious as the innocent, convent-trained girl trying to learn to be a "jazz-hound." The hero is insipid and the production as a whole is pathetic.

The poignant moment when Evangeline and Gabriel bid one another farewell. Dolores del Rio in "Evangeline"

All noise. (E) *For A:* Ridiculous. *For Y:* Unwholesome. *For C:* Decidedly not.

THE LARIAT KID, with Hoot Gibson (*Universal*)—A Western, featuring a noble "two-gun" hero and a persecuted heroine. Silent. (U) (E) *For A:* Hardly. *For Y:* Entertaining. *For C:* Perhaps.

THE LAST OF MRS. CHEYNEY, with Norma Shearer (*Metro-Goldwyn-Mayer*)—Worthy picturization of the famous crook play. Notable acting by Norma Shearer and by the two foreign actors, Barraud and Rathbone. Its character-interest is high, and dramatic value and dignity quite outweigh the sophistication of its theme. All talking. (E) *For A:* Interesting. *For Y:* Good though sophisticated. *For C:* No.

MASKED EMOTIONS, with George O'Brien (*Fox*)—Brother avenges brother in melodrama which has only scenery to recommend it. This is not enough. Silent. (U) (E) *For A:* Mediocre. *For Y:* Unwholesome. *For C:* No.

THE ONE WOMAN IDEA, with Marceline Day and Rod La Rocque (*Fox*)—The exotic love-affair between a Persian Prince with a harem and English lady with a worthless philanderer for a husband. Continuous sex-appeal without grossness or indecency. Well acted by the hero and heroine and charmingly photographed. Silent. (E) *For A:* Fair. *For Y:* Unwholesome. *For C:* No.

PARIS BOUND, with Ann Harding and Frederic Marsh (*Pathe*)—A very interesting, if sophisticated picture, involving the problem of the futility of divorce on moral grounds when women are no stronger than men under the same circumstances. All talking. (U) (E) *For A:* Good of its kind. *For Y:* No, unsuitable theme. *For C:* Impossible.

PICCADILLY, with Gilda Gray and Anna May Wong (*World Wide*)—Above average melodrama, made in London, based on Arnold Bennett's story of night-club life in Piccadilly and the Chinese quarter of Limehouse. Beautifully photographed, with notable acting by Anna May Wong and Jameson Thomas. Extremely "sexy" throughout. Sound only. (E) *For A:* Very good of its kind. *For Y:* Unwholesome. *For C:* No.

PLEASURE CRAZED, with Marguerite Churchill, Dorothy Burgess, Kenneth McKenna (*Fox*)—A skilfully produced problem play which combines a society love triangle and a crook drama. All talking. (U) *For A:* Perhaps. *For Y:* Unsuitable theme. *For C:* No.

(*Turn to page* 52)

The Best Recent Films for Young Folks

The Air Legion	†The Great White North
†Annapolis	†His Lucky Day
†China Bound	†Innocents of Paris
†Christina	The Iron Mask
The Circus Kid	†The Rainbow Man
†Close Harmony	Red Hot Speed
Cocoanuts	Redskin
Divorce Made Easy	Some One to Love
The Donovan Affair	Sonny Boy
The Duke Steps Out	Spite Marriage
†Evangeline	Stairs of Sand
Fancy Baggage	†Strong Boy
†The Flying Fleet	The Voice of the City
The Flying Fool	What a Night!
Give and Take	†The Winged Horseman
The Glorious Trail	

†Especially good for children.

What the Abbreviations Mean

E—The judgment of the National Film Estimate Service.

U—The judgment of the Motion Picture Committee of the Women's University Club, Los Angeles.

For A—For intelligent adults.

For Y—For youths, 15 to 20 years of age.

For C—For children, under 15 years.

When the precious Holidays End

LITTLE more than a week is left before there must be a complete readjustment. The world of school differs so much from the world of home and outdoors. Soon the children must be keeping their minds alert, holding their bodies still, bending their fingers to the strange tasks of writing and figuring. More than ever, their activity and growth must be determined by the foods they eat.

Plan and apportion their meals carefully. So much milk. So much bulk in the form of cereals, vegetables and fruits. So many fresh fruits and vegetables for vitamins. So much valuable food for bones and teeth.

Luckily, the children needn't bother about the reasons for their food—their simple demand is that it be interesting and enjoyable. But it is for the mothers to see that the cereal is sweetened with a little sugar if the children will eat more cereal in that way. That the fruit acids are cut with a little sugar if they will eat more fruit in that way. That some of the "quart of milk a day" is in acceptable desserts, like blanc-mange, egg-nog, junket, ice cream—to make sure of a full intake of milk. That the lunch basket provides for enough calories, enough vitamins—and has something sweet like a cookie or a cup of custard.

Children will even like vegetables if these are cooked with a little sugar. In this case, don't use enough sugar to make them taste "sweet." Simply a dash—enough to tone up and accent the natural flavors — to take away the blandness of the tasteless diet.

Try Tomatoes Stewed with a Little Sugar: Peel and slice six large ripe tomatoes. Add a few slices of onion cut fine. Put on to stew, and when nearly done, add a lump of butter, one-third teaspoon of salt, one level teaspoon of sugar and one tablespoon bread crumbs. Cook ten minutes and serve. A dish of these with a baked potato, a poached egg, a glass of milk and a cookie make an excellent lunch for a hungry child. Good food promotes good health. The Sugar Institute, 129 Front Street, New York City.

All advertisements conform to standards on page 73.

The Latest Word in Fall Fashions

By Crete Hutchinson,
Fashion Editor, The McCall Company

5024—Boys' Three-piece Suit in four sizes, 4 to 10 years. Size 6 requires 1 yard 54-inch material for the jacket, ¾ yard for the blouse of 32-inch and ⅞ yard for the trousers of 54-inch.

5567—Girls' Coat in five sizes, 2 to 8 years. Size 8 requires 1⅛ yard of 54-inch material.

5676—Misses' and Juniors' Dress in eight sizes, 6 to 20 years. Size 8 requires 2⅝ yards of 39-inch material.

5848—Girls' Dress with two styles of sleeve. Appliqué design included. In five sizes, 6 to 14 years. Size 12 requires 2 yards of 40-inch material with ½ yard of contrasting fabric 40 inches wide for the collar, belt and cuffs.

5849—Girls' Dress with two styles of collar and sleeves. Cut in five sizes, from 6 to 14 years. Size 10 requires 3 yards of 40-inch material and ⅝ yard of contrasting material for the collar and cuffs.

5850—Girls' Dress in five sizes, 6 to 14 years. Size 14 requires 3½ yards of 35-inch material with ⅜ of a yard of contrasting fabric for collar and cuffs.

5568—Girls' Ensemble. In five sizes, 6 to 14 years. Size 14 requires 2⅜ yards of 54-inch material for the coat and skirt and 1½ yard of 39-inch material for the blouse.

Back views are shown on page 38

FABRICS for autumn are so lovely that mothers will surely feel the urge to fashion them into the attractive frocks and coats that are so easy this season to make at home. Woolens have a new and intriguing softness that makes tailoring, pressing and lining easy. The ensemble coat is unlined and wool materials are as easy to cut and sew as silk or cotton. There is a vogue for combining a sheer wool frock with a heavier coat and colors may match or contrast. If the coat is a warm henna, for example, the dress may be a beige with a henna cast, the suède belt matching the coat in color. There are blanket cloths very smartly woven that are simply finished with commercial bias bindings at the seams. Broadcloth for dress, and tweeds and unfinished worsteds, wool piqué, wool chiffon and wool georgette, challie and (*Turn to page* 38)

McCall Printed Patterns may be obtained from leading stores throughout the country and from The Parents' Magazine, *255 Fourth Avenue, New York, N. Y., at prices given on page* 69

"—*Little Tommy Tucker's Dog*"

"Going to School" Time Again!

"—*This Little Pig Stayed Home*"

—with all its excited hustle and bustle . . . even baby, partly dressed in his Minneapolis "M" Fold-over Shirt, must wait while kindergartners and grade-schoolers hurry into their clothes. New modern "M" Garments go on first,—and they're every bit as stylishly brief as the short-skirted school frocks and short-trousered suits under which they are worn.

All Through the Day—

these modern "M" undergarments are comfy and perfect-fitting, no matter how strenuous the recess game. They give little folks the proper protection in vital parts, as well as freedom of action in play. They stand washing remarkably well, too.

MINNEAPOLIS

M GARMENTS

Modern underwear and sleeping garments for every age of childhood

When Bedtime Comes—

there's an extra inducememt to retire early when a pair of jolly, bright-flowered Minneapolis "M" Pajamas wait to be worn. "M" Bi-Knit Sleepers for boys and girls have soft cotton inside for comfort, part wool outside for warmth.

Look for the Minneapolis "M" trademark. It's the symbol that assures modern style, full value and complete satisfaction. If you don't find the "M" garments you want, write for information.

Minneapolis Knitting Works

Minneapolis, Minn.

A popular smooth-fitting band top style for the young lady of fashion.

Boys and girls enjoy the comfort of this Minneapolis "M" Waist Union Suit.

Brief in length and simple in line are the modish French Type garments—in plain and waist suits for both boys and girls.

Warm and comfortable is the boy or girl who wears a Minneapolis "M" Sleeping Garment.

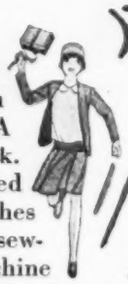
A white yoke and turn-over collar give contrast to the vivid colors of these smart flannelette pajamas.

Dainty miniatures of "Grown-up" modern garments are these rayon combinations. Also made in bodice top and bloomer leg styles.

Baby is snug and comfy in his Minneapolis "M" fold-over shirt, smooth at the seams and daintily finished.

"MOTHER – LET *me* SEW!"

Even a child is tempted by the ease of sewing with a modern Singer Electric. For there is no treadle to reach and pump with tiring feet. A tiny motor does all the work. You have only to press the speed control and watch the stitches flow like magic. And when sewing time is over close your machine and use it as a piece of fine furniture in any room...Mothers are finding this Singer Electric the quick and easy, inexpensive way to have more clothes for the children—



school clothes, play clothes, party frocks. Instead of two or three fall dresses for yourself, have six or seven. Make draperies, curtains, slip covers for your home at a fraction of the expected cost...Try any modern Singer on your own sewing without the slightest obligation. A bonded, authorized Representative will bring it to your home. Or go to the Singer Shop in your neighborhood, see and try the new Electrics and learn how Singer experts can help you with all your sewing.

SINGER *Electric*

SEWING MACHINES

Sold only by the Singer Sewing Machine Company. Shops and salesmen in every community. Easy payments. Liberal allowance on your present machine.

Ask any Singer Representative or Singer Shop for a free copy of "How to Make Children's Clothes" —Regular price, twenty-five cents.

Copyright U. S. A. 1929 by The Singer Manufacturing Co. All Rights Reserved for All Countries.

The Latest Word in Fall Fashions

(*Continued from page* 36)

flannel are all materials suitable for school and for dress-up occasions, and sheer wools are just as comfortable in the house as are the cottons or silks.

Gingham and printed cotton weaves are shown in dark tones for the winter months, many of them in so-called "tweed" designs that have a warm feeling. Some of the materials are even heavy enough to be an actual protection.

Washable silks are practical for play frocks as well as for dress and in the new colors may be harmonized with the wool coat. There are quaint floral prints, geometrics and "tie silk" designs that have an all-over effect. African browns, henna reds, bright blues and all the nuances of tan will be popular. There are pastels, too, and many of the nasturtium shades are becoming to youngsters.

A flannel or worsted suit for the boy is not difficult to make, for the jacket is unlined and the trousers straight with little fitting. The blouse may be linen or piqué and with its roll collar does not require a tie. No. 5024.

The ensemble of contrasting woolens has a coat with a flare, No. 5567, and the dress is one that is suitable for any soft, easily pressed material. The collar and cuffs may have an added charm if contrasting materials are employed. No. 5676.

Checked gingham carries its popularity into the autumn season. The colors are dark brown and white and the side fulness has a French air. No. 5848.

A heavy cotton printed with a tweed design has a velveteen bow and a belt. Henna red combined with beige is very becoming to the brunette child. No. 5849.

Printed challie with silk piqué collar and cuffs has a front panel that extends into the skirt. It is accented with pipings of a solid color. No. 5850.

Suits have never been smarter. The one shown is brown tweed with flecks of white, the skirt has front pleatings and the coat is unlined. The blouse is of corn colored flat crêpe fastened with crystal buttons. No. 5568.

5850 5568 5024 5567 5848 5849

Back views of designs on page 36

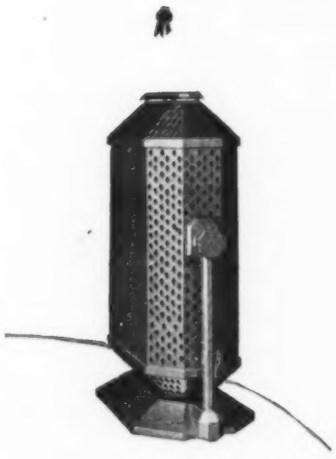
The Tree

I love you, big old shady tree.
I wish you'd run and play with me.
If I were planted in the ground
Would I stay still and not move round?
If you'd two legs instead of one,
You'd be the grandest kind of fun.

—*Lulu S. Van Horn*

HOW CAN EVEREADY CARBON-ARC SUNSHINE HELP MY CHILDREN?

Children like the health-invigorating light from Eveready Sunshine Lamps. (This picture shows the new Table Model.)



EVEREADY
Sunshine Lamp

EVEREADY
Sunshine Carbons

Thousands of Floor Model Eveready Sunshine Lamps are helping families to keep their summer-time health.

The Eveready Sunshine Lamp, burning Eveready Sunshine Carbons, produces the health rays of sunshine. That is why it will help your child. ***It helps children grow stronger—healthier because it practically duplicates sunshine. We know that sunshine is essential to children. It makes their bones sturdier.***

For over 30 years many famous hospitals have been successfully using carbon-arc lamps to make up for lack of natural sunshine. National Carbon Company, makers of the Eveready Sunshine Lamps and Carbons, is one of the oldest and largest manufacturers of electrical and carbon products in the country and their name is indication of the *quality* and *character* of their lamps and carbons!

Light from the Eveready Sunshine Lamps will bring your children *all the important rays found in summer sunshine.* Even on the darkest of days your little ones can bask in perfect safety under the stimulating luminous, invigorating ultra-violet and penetrating infra-red rays.

A special filter screens out any unnatural rays not found in sunshine. The lamps are strong, long-lasting, and fitted with time devices that prevent overexposure. ***It is as natural for your children to bask under Eveready Carbon-arc Sunshine as it is for them to lie on the beach under a summer sun!*** You will find that Eveready Sunshine Lamps help them to keep their health. However, if they should be sick see your physician; sunshine is a *health-builder,* but should never be used as a curative agent unless your physician prescribes it.

It is easy to have sunshine for your children. There is an Eveready Sunshine dealer near you. See him now! He will be glad to tell you about the new Eveready Payment Plan, and the remarkably low prices.

A new film showing the benefits of sunshine, free from all advertising matter, called "Sunshine," can be obtained from National Carbon Company for any meeting of Parent-Teacher Association on short notice.

NATIONAL CARBON CO., INC., *Carbon Sales Division,* **Cleveland, Ohio**

Unit of Union Carbide UCC *and Carbon Corporation*

All advertisements conform to standards on page 73.

Feeding *the* Family

By Ruth Washburn Jordan

Food Consultant

What to Put in the School Lunch Box

WITH the return of children to school, many mothers wonder how they can make the school lunch box attractive enough to be an adequate substitute for the comfortable noon meal usually had at home.

The general plan suggested by Dr. Mary Swartz Rose, leading nutritionist and author of "Feeding the Family," is one that may be easily followed. Sandwiches, being the backbone of the lunch - box, come first: The bread used should never be less than twenty-four hours old. Crusts should not be cut off as they provide proper exercise for the teeth. The sandwiches must always look attractive and contain a surprise filling, that will be appetizing and nourishing. Vary the size and shape as that makes them more interesting.

Fresh fruit, or stewed fruit packed in small glass jars with tight-fitting covers is second on the list. Ripe tomatoes may take the place of fruit sometimes and are rich in desired vitamins.

A sweet of some kind comes next. Simple cookies, or sponge-cake, a baked custard, a piece of milk chocolate or a few dates or figs will satisfy the craving for sweets.

A liquid of some kind aids digestion and should always be included. Milk and cocoa are favorites, and fruit juices are very refreshing.

Have plenty of wax paper on hand and wrap each food separately to preserve the flavor. It makes the lunch - box more interesting too, for all children like to undo mysterious little packages to discover their contents. All this helps to whet the appetite and if the mother will vary the menu every day, the children will enjoy the lunch-box meal and benefit thereby.

Some Favorite Combinations

I
Whole Wheat Bread Sandwiches with filling of Cream Cheese and Chopped Raisins
Fresh Apple Sauce
Gingerbread Milk

II
Rye Bread Sandwiches, filled with Quince Jelly and Peanut Butter well mixed
Cup Custard Sugar Cookies
Milk

III
Lettuce and Tomato Sandwiches of White Bread
Sliced Peaches
Oatmeal Cookies Cocoa

IV
Brown Bread Sandwiches with Grated Raw Carrots mixed with Dressing
Baked Apple
Molasses Cookies Milk

V
Whole Wheat Bread Sandwiches filled with Grated American Cheese with Boiled Dressing
A Fine Bunch of Grapes
Sponge Cake Cocoa

VI
White Bread Sandwiches filled with Cooked Liver, chopped fine and moistened with Salad Dressing
Sliced Tomatoes
Cinnamon Bun Milk

VII
Whole Wheat Bread Sandwiches filled with Cooked Beef or Lamb seasoned and moistened with Boiled Dressing
Stewed Peaches Cup Cake
Cocoa

September Dinner Menus

Attractive to Adults, Nutritious for Children

I
Tomato Bouillon
Whole Wheat Crackers
Rare Roast Beef
Browned Potatoes
Buttered Broccoli
Orange Gelatin Whip with Cream

II
Stuffed Spanish Onions
Macaroni Au gratin
Buttered String Beans
Stewed Plums
Plain Cookies

III
Flounder En Casserole
Mashed Potato
Fresh Tomatoes Grilled
Cucumber Salad
(cucumber for grown-ups only)
Lemon Meringue Pie
(grown-ups only)
Lemon Junket for children

This Month's Prize Recipe

Lamb with Kohlrabi

(A Favorite Boiled Dinner)
2 lbs. neck or shoulder of lamb
6 to 8 small kohlrabi (tops included)
3 to 4 potatoes Salt
1 tablespoon flour Pepper

Choose young kohlrabi. Wash the tops thoroughly and put in boiling water to cover. Cook for ½ hour then add meat and boil gently one hour, season, add potatoes and small kohlrabi and boil gently another hour. Before serving thicken gravy with flour and let it boil gently a few minutes.—*Mrs. Andrew E. Murneek, Columbia, Missouri.*

IV
Lamb with Kohlrabi (Prize Recipe)
Tomato and Cucumber Salad
(cucumbers for grown-ups only)
Fresh Apple Pie (grown-ups)
Make-Believe Pie for children

V
Cream of Celery Soup with Grated Carrots
Broiled Minute Steaks
Baked Potato
Cabbage and Pineapple Salad
Cream Cheese and Grape Jelly
Whole Wheat Crackers

VI
Creamed Cauliflower
Buttered Spinach
Buttered Minced Beets
Whole Wheat Bread
Baked Potato
Peach Short Cake (sponge cake) with plain cream
(*Turn to page* 42)

Each day children must renew *wasted energy*

WHERE THERE'S VIGOROUS ENERGY THERE'S HEALTH

. . . Borden's Chocolate Malted Milk restores energy to young bodies as swiftly as sleep itself

EYES shining . . . Cheeks aglow . . . Little tongues are babbling tales of such a happy day . . . But little tired bodies . . . Glad enough to rest.

Such a strenuous day. Such activity. So much helter-skelter vitality scattered through the romping hours. So unbelievable the energy poured out in games and play.

And now the problem: young bodies must regain that lost energy—quickly—or there's danger ahead.

Be sure to give them food that's rich in vitalizing materials—an energy-replacing food. Food that literally builds strength. A scientific (and delicious) food like Borden's Chocolate Malted Milk.

For this appetizing drink actually builds up strength and energy. Swiftly. Surely—as energy-renewing as sleep itself. And no wonder. Made from choice wheat and barley grains and *whole* milk with every bit of the rich cream left in it, Borden's Chocolate Malted Milk contains in plenty the vitalizing elements that growing bodies need. Proteins that build up young tissues. Rich butterfat and carbohydrates that produce stores of strength and energy. Lime salts that make bones stronger, teeth sounder. Indispensable vitamins.

It's *real malted milk*, too. In no mere chocolate drink do you get the precious butterfat so essential to growing children. The true malt enzymes so helpful to digestion. Make sure—for your children's sake—that the words Malted Milk appear on the package you buy.

No coaxing or wheedling to get children to drink Borden's Chocolate Malted Milk. *All* children—even those who just won't be made to drink plain milk—love the delicious creaminess of this wonderful energy-drink.

Give it to children anytime. Mid-morning, mid-afternoon, and at bedtime. It picks them up and doesn't spoil their appetites. At your grocer's or druggist's. Buy a can today and watch your children thrive on it.

If you overtire easily or feel "rundown," a glass of Borden's Chocolate Malted Milk twice a day will replace the energy you need—just as it does with the children. Doctors prescribe it for both adults and children. Made by the Borden Company, 350 Madison Ave., New York City.

BORDEN'S CHOCOLATE MALTED MILK

All advertisements conform to standards on page 73.

DIXIES

offer one of the most effective safeguards of a child's health!

That the glass, as the most common germ-carrier, is really dangerous in the spreading of colds and worse, we all know. The day will come when we shall no more think of sharing the drinking glass with even sister and brother than we today think of sharing the toothbrush.

But in other ways, too, may Dixies be a welcome help! Many mothers have written us that their children accept milk (and "nasty old medicines") much more readily in a pretty Dixie than in a glass. The beauty, and the pleasant touch, and the novelty of a Dixie have doubtless much to do with that.

These Dixies were specially made for use in the home, to avoid the trouble of washing glasses and to save the expense of broken tumblers and goblets.

They are packed in convenient 10c and 25c cartons. Stationery, grocery, drug, department and 10c-stores have them in stock, or can easily procure them for you. Very handy in the automobile, on outings and picnics.

INDIVIDUAL DRINKING CUP CO., Inc.
Original Makers of the Paper Cup
EASTON, PA.

You and the children will enjoy the Dixies Circus over WJZ and Associated National Broadcasting Company Radio Stations every Friday evening.

Feeding the Family

(Continued from page 40)

Stuffed Cabbage Rolls

Parboil the large leaves of a white cabbage. After they are parboiled take each leaf separately and place on it 2 tablespoons cooked rice. Roll up and fold under the ends of the leaf so as to keep the rice from falling out. Place in a buttered pan and pour over it a can of tomato sauce with half the amount of water. Season with salt, 2 tablespoons sugar, and 2 tablespoons of lemon juice. Lay over this strips of bacon and bake slowly for one hour. —*Mrs. H. F., Dallas, Texas.*

Make-Believe Pie

Place a generous serving spoonful of fresh or stewed fruits in a dessert plate or saucer. Surround with a border of the children's favorite dry cereal. Serve with milk or cream, or without.

A good dessert for the children when the grown-ups are indulging in pastry. —*E. G. B., Baltimore, Maryland.*

Cream of Celery Soup with Grated Carrots

After making and straining my celery soup I add grated raw carrot and just cook until carrot is tender, then cream as usual. A very good way to include carrots for children who might otherwise refuse them.—*A. B. K., Butler, Pennsylvania.*

Flounder en Casserole

Cook spinach as usual and fill bottom of buttered casserole. Brown flounder in butter and when half cooked place on top of spinach. Make 1½ to 2 cups of white sauce, using 1 tablespoon of butter and 1 tablespoon of flour to a cup of milk. Season well and pour over top of fish. A little store cheese may be grated over the top, or buttered bread crumbs used. Bake in a moderate oven about thirty minutes.

Stuffed Onions

Peel and cut Spanish onions in halves. Cook in boiling salted water until they can be easily pierced with a fork. Remove carefully from water and cool. Remove the centers and chop with knife. Mix with left-over roast beef which has been minced fine and moistened with gravy or a little cream. Stuff the onions with mixture and sprinkle a few bread crumbs on top. Pin a small piece of bacon over top of each one with a toothpick which may be removed before serving. Place in a buttered baking pan or glass casserole. Add a little gravy or boiling water. Bake until bacon is crisp.

Fresh Tomatoes Grilled

Select firm red tomatoes. Wash and remove thin slice from top and bottom of each, then cut in about ½-inch slices. Lay in buttered glass baking dish. Sprinkle with salt and dot with butter. Bake in hot oven fifteen to twenty minutes and serve in same plate.

Mixed Fruit Salad

Peel and dice equal quantities of peaches, plums, oranges and bananas and crisp celery. The last should be cut very fine and kept out of the mixture until serving time. Serve very cold with a boiled dressing slightly sweetened.

Lemon Meringue Pie

(An old Maine Recipe)

Bake shell first. Then make filling as follows: Moisten 3 level tablespoons cornstarch with just a little cold water, then add 1 cup of boiling water, stir until it boils and let it boil for three or four minutes. Add 1 teaspoon butter and 1 cup sugar. When dissolved remove from stove; when cool add yolks of 2 eggs, and grated rind and juice of 1 lemon. If you wish a larger pie take 3 eggs. Pour into baked crust. Cover with a meringue made by beating 2 egg whites stiff, and folding in 2 tablespoons granulated sugar. Brown lightly in oven.

Oatmeal Wafers

- 2½ cups rolled oats
- 2 teaspoons baking powder
- 2 teaspoons vanilla
- 1 cup sugar
- 1 tablespoon butter
- 2 eggs

Cream the butter and sugar, then add baking powder, vanilla, the beaten eggs, and the rolled oats. Mix all together thoroughly and drop by half teaspoonfuls on buttered tins. Bake in moderate oven until crisp and light brown. Remove from pan very carefully with spatula or case knife.

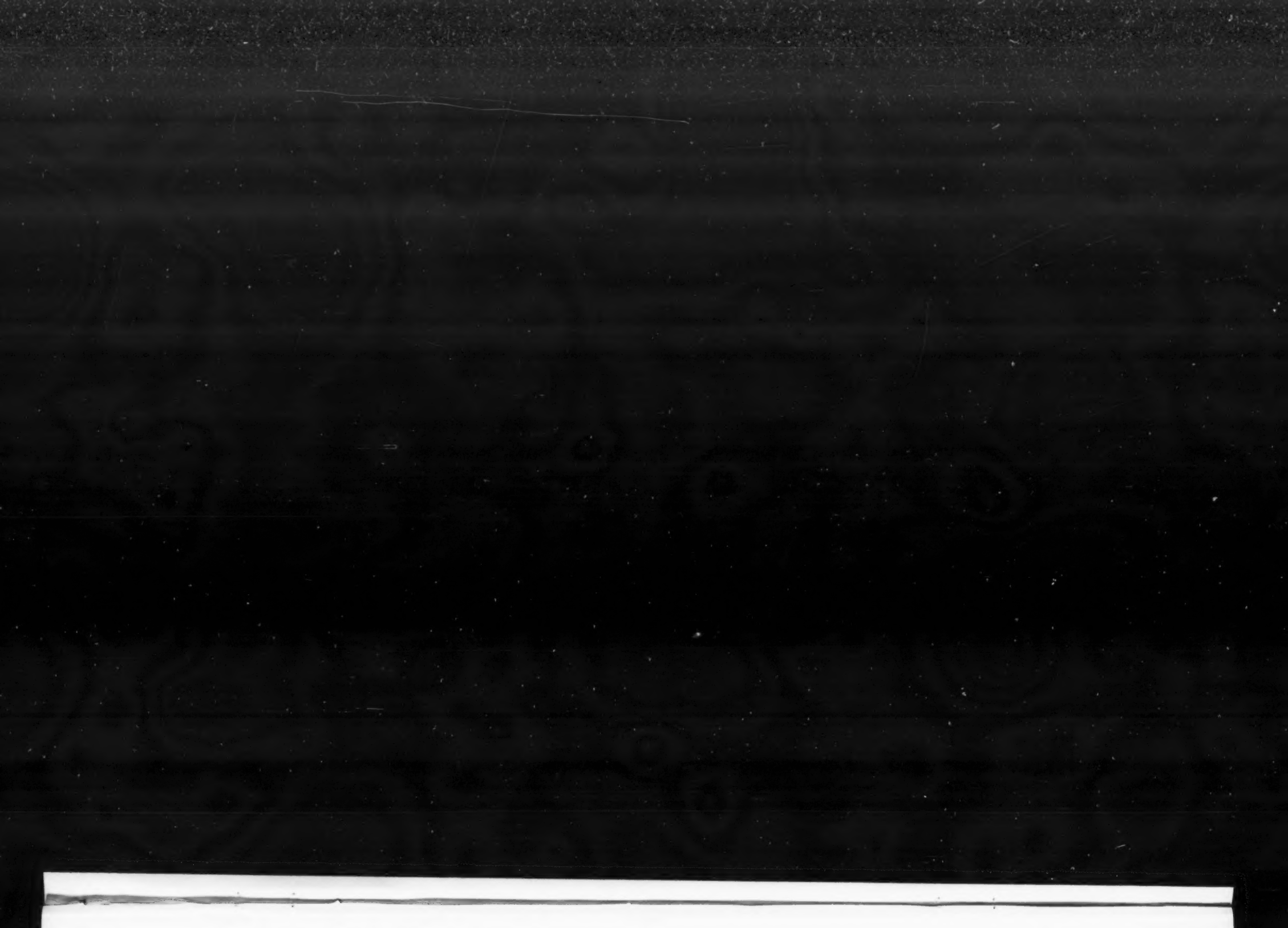
Orange Custard

- 3 tablespoons cornstarch
- ½ cup sugar
- 1½ cups evaporated milk
- ¼ teaspoon salt
- 1½ cups orange juice strained
- Grated rind one orange

Mix thoroughly cornstarch, sugar and salt. Add one-half cup milk and blend until smooth. Heat remaining milk in double boiler. Add cornstarch mixture and cook until it begins to thicken. Add orange juice and grated rind and cook until thick, stirring constantly to avoid lumping. Turn into molds and chill.

Recipe-of-the-Month Club

Send us your favorite recipes—*those that are especially good for children.* Each month we will pay $5 for the best recipe, and $1 apiece for every other recipe accepted for use on this page. Address The Recipe-of-the-Month Club, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York City.



A lunch so crisp it crackles in cream!

ONE of these days for lunch, try a nice crackly bowl of Kellogg's Rice Krispies—you and the children. You've never tasted such crispness. Those toasted rice grains just snap and pop when you pour on milk or cream!

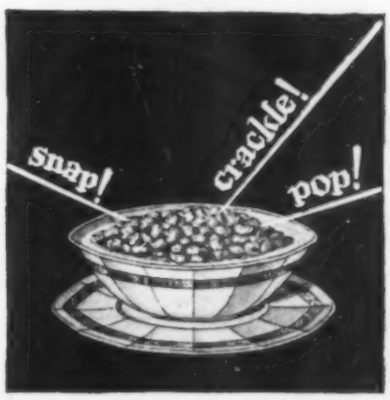
Children are delighted with Rice Krispies, breakfast, lunch or supper. And you couldn't serve a treat that's easier to digest. Packed with the nourishing elements of rice. All its tasty flavor!

Rice Krispies are extra delicious with fruits or honey added. Canned peaches, sliced bananas. And just try the recipes on the package. They make delicious macaroons, candies. Sprinkle into soups. Eat them plain.

Order a red-and-green package from your grocer. Made by Kellogg in Battle Creek.

Kellogg's®

RICE KRISPIES



Write the Home Economics Department of the Kellogg Company, Battle Creek, Mich., and we will be glad to send free literature and advice on child feeding and diet. Your own physician should always be consulted in the event of ill health and sickness—ours is in no sense a medical service.

All advertisements conform to standards on page 73.

Vegetables for baby

Fresh-to-the-Cooker

ALL through the Winter—just as all through the Summer—the new Gerber Products provide mothers with dependably fresh and wholesome strained vegetables for the daily vegetable supplement to baby's milk diet. The choice garden products used in Gerber's Strained Vegetables are specially grown—carefully selected. They reach our Fremont, Michigan cannery fresh from the gardens in which they are grown, and are thoroughly cleaned and started on the cooking process before they have time to wilt and lose their garden freshness. They reach you rich and wholesome—ready-to-serve. Just warm and add a pinch of salt.

Tested and Approved

Thousands of physicians are prescribing the Gerber Products today for use in infant feeding. They save the overworked mother the hours of time and effort ordinarily required for preparing strained vegetable feedings in the home. They give baby a richer Vitamin A, Vitamin B, Vitamin C, and mineral salt content than is possible in cooking vegetables in open vessels. The Gerber Products are steam pressure cooked—sealed—steam sterilized. They effect maximum conservation of the natural vegetable food values. Each product is finely subdivided—strained to the nice degree most pleasing to baby. Your doctor will gladly explain why they are really better for your baby than open vessel cooked vegetables. He, too, can best prescribe the feeding schedule you should use for the correct diet for your very own baby.

Send for Assortment

If your grocer can't supply you with Gerber's Strained Vegetable Soup, Gerber's Strained Spinach, Strained Carrots, Strained Peas, Strained Prunes, and Strained Tomato—send us today the coupon below with $1.00 for the complete introductory assortment—or order such individual products as you wish. Postage prepaid. *In Canada, Complete Assortment Only, $1.10—Canadian Currency or Money Order.*

Free samples on request to Physicians or Hospitals

Gerber's

STRAINED VEGETABLES

A WEEK'S SUPPLY — SEND COUPON

Gerber Products Division. *Fremont Canning Co.*, Fremont, Mich.

$1.00 Complete Assortment — Dept. C-6 — Enclosed find money or stamps for Assortment or for Gerber Products checked. *NOTE:* Soup now packed in 10¼ oz. and 4½ oz. sizes. 1 large or 2 small in Complete Assortment.

25c	15c	15c	15c	15c	15c	15c
Strained Vegetable Soup	Strained Vegetable Soup	Strained Spinach	Strained Carrots	Strained Prunes	Strained Peas	Strained Tomato

Name _____

Address _____

City _____ *State* _____

My Grocer is _____

Make It the Best Year Ever

(*Continued from page* 15)

time usually consumed in dawdling on the way to bed. Bedtime was eight o'clock. If, one evening, it took me twenty minutes to undress, I had to start undressing at 7:40 the next night. But if I had taken only four minutes in the process, I stayed up until 7:56 the following evening. The system worked because my father was possessed of that unbending firmness that all parents need. When he made a rule, he meant it and he stuck to it.

IF Polly, engrossed in a book when you mention bedtime, pleads, "Oh Mother, can't I just finish this chapter?" look to see how long the remainder of the chapter is. If it is not one page, but ten, you must say "No," even though it makes you feel like a brute.

It is imperative for mothers and fathers to co-operate so that when Mother says, "Time for bed," the paternal ancestor is not seized with a fit of softness that impels him to urge, "Oh, let the child stay up a little longer."

Here is an opportunity too for a group of parents to stand together. Among parents of boys and girls in the same "crowd," co-operation is particularly essential. It *is* hard on Shirley to stay home from the movies when all the rest of "the bunch" are going. But suppose the parents have agreed that there are to be no movies on school nights. Shirley still will act aggrieved, but if she knows that Jane and Sue and Dorothea can't go either, there won't be any heartbreak.

If you hear that the senior play is going to be scheduled for a Wednesday evening, get your Parent-Teacher Association together and protest before the tickets are printed, insisting that it be presented on a Friday evening.

Once let down the bars on this subject, and your children have a precedent established in their favor. You must begin being firm now, at the opening of the year, if you are going to preserve for them the long hours of rest that are a necessity for every boy and girl.

In the Parent-Teacher Association of which I am a member, our aim this year is to raise the standard of scholarship in the school. After careful study of the situation, it looks as if we shall have to start a campaign to have every household shut off the radio for an hour after supper to give the children an opportunity to do their homework.

"Shucks," says Dad, "I've turned it low. If Jack's got any powers of concentration he ought to be able to do his homework."

But I defy Father to try to add up his check book with the radio playing jazz—even though it plays softly.

But it isn't the radio alone that interferes with home studying. In a recent investigation, made by a principal of my acquaintance, to determine why the brightest boy in the class got the lowest marks, the boy was asked to try a simple test. He was to sit down with his school work at home and, as he studied, note the number of interruptions of any kind that occurred. . . . sharpening pencils, glancing out the window to see who was in that yellow roadster that passed, answering the telephone, or anything else that took his mind from his work. At the end of a three-hour alleged study period, the boy had forty-two interruptions marked on his score card.

Right now, at the beginning of the year, arrange some adequate place for your children to do their homework. It may be their own rooms, the sunporch, or the dining room with the table cleared, the doors shut and the other members of the family forbidden to enter.

Get acquainted with the school faculty this year if you never have before. Meeting them at the get-together meeting of the Parent-Teacher Association isn't enough; to establish the most thorough understanding all around, you should invite your children's teachers to visit your home.

A YEAR or two ago, one of my young friends was at swords' points with her algebra instructor. Jane spent most of her waking hours thinking of ways to annoy that teacher, and the teacher sent daily notes home to Jane's parents, complaining of her behavior. Yet a few months afterward I met the two going swimming together!

"How come?" I asked my young friend.

"Oh, Mother invited Miss Blank home for dinner one night," was the reply, "and she turned out to be a good egg after all."

Visit your school, this year, so that you will know what the school is trying to do for your child and how you can co-operate effectively.

Will you be welcome?

I know one mother who wasn't. She burst in on a teacher during class, loudly berating her for some injustice she believed her daughter had suffered. With forty eyes popping and forty ears catching every word, she told that teacher what she thought of her. The class was electrified. They loved it. And discipline was completely ruined for the rest of the day.

Whether you go in an inquiring or a battling mood, go at the close of school and the teacher will gladly put other duties aside to talk to you, and discuss your mutual problems.

When there's a visiting night, take Father along. He'll be amazed to see what they're doing in manual training departments these days. He'll be a more understanding parent if he takes an interest in what his children are doing in school, instead of confining his share in the job to complaining when unsatisfactory report cards come home.

What about the children's eyes, their teeth, their tonsils? Are they all in good shape? It's time to check on your summer round-up and see that the family is in A-1 condition physically

(*Turn to page* 46)

The children of two generations have slept in Dentons.

Regular One-Piece Denton. Infants' sizes 0, 1 and 2 open down the back.

Regular One-Piece Denton. Sizes 3 to 14 open down the front, all sizes have our patented extra-full drop seat.

The Denton Picture *of* Health

CHILDREN spend nearly half their growing lives in bed. Healthful sleep is therefore of vital importance.

Your child's health will be protected by our special hygienic *Soft-Knit* fabric from which Denton Sleeping Garments are made.

Denton fabric is made of *unbleached* double-carded cotton with some soft virgin wool. The result is a material that always remains wonderfully soft, warm and comfortable.

The loosely spun yarn and the open *Soft-Knit* fabric afford healthful ventilation for the skin. The tiny strands of soft wool carry off perspiration without chilling the body. Denton fabric is truly hygienic, and specially designed for sleeping garments.

Dentons are Durable

Made for lively, vigorous children. Amply proportioned, carefully tailored and thoroughly well made to withstand wear and tear by rollicksome children. Strong flat seams; flexible rubber buttons; *extra heavy romper feet;* patented extra-full drop seat; double-thick collars and strong button holes, are some of the Denton quality features which mothers appreciate. Dentons are conscientiously made throughout.

Sold in 5,500 dry goods and department stores everywhere.
If your dealer doesn't have Dentons write us.

Dr. Denton Sleeping Garment Mills

Centreville, Michigan, U. S. A.

Two-Piece Denton. For little tots requiring frequent changing. Patented extra-full drop seat and turn-down cuffs. Sizes 0, 1 and 2 only. Extras of lower piece sold separately.

Denton Sleeping Bag for Babies. One Size only, 26 inches long.

Now begin the months when they most need Vitamin D

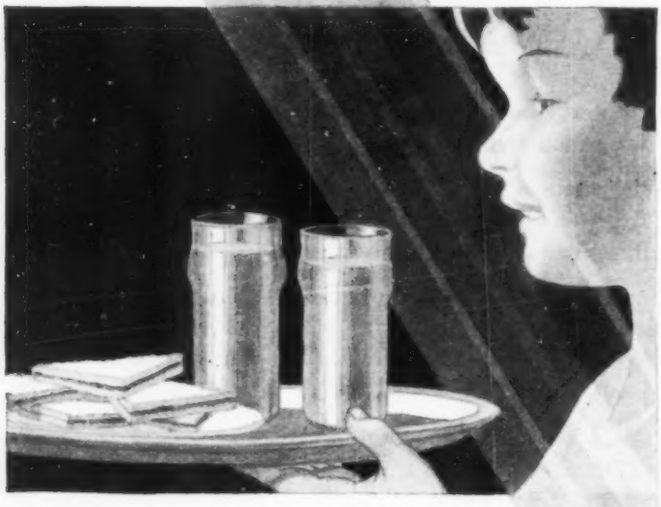
School days again. Hours spent indoors instead of in the sunshine. All the more reason for Cocomalt as part of your children's regular diet—morning, noon and night.

For Cocomalt, you know, contains the precious sunlight vitamin—Vitamin D—which aids in building strong bones, sound, well-developed teeth and straight sturdy bodies.

But more than that: Cocomalt is not only a delicious drink with a delightful chocolate flavor, but it's a completely balanced *natural* food which adds 70% more nourishment to milk. Good hot or cold—and a sure way of inducing children to drink their daily required glasses of milk.

Your grocer has Cocomalt in half pound, pound and five pound cans. The half pound size is 25¢ (30¢ west of the Mississippi).

R. B. DAVIS CO., Hoboken, N. J. · *Makers of Davis Baking Powder*



FREE: A fascinating booklet entitled "Children of the Sun." This was prepared by specialists in the field of medicine and nutrition, based on their own comprehensive research work on Cocomalt and its Vitamin D content.

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Please send me free booklet D-8 "Children of the Sun."

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Cocomalt

Adds 70% more nourishment to milk

Make It the Best Year Ever

(*Continued from page* 44)

when school opens. Undetected ailments or deficiencies are certain to lower the standard of scholarship attained by any child, and time out for doctoring after school begins is bound to interfere seriously with lessons.

Is each junior member of your family going to develop a sense of responsibility by having his or her set tasks to do this year—errands, dish-washing, setting the table, raking the lawn? Or is Mother going to be the family drudge, winning a helping hand, grudgingly extended, only upon those occasions when she demands or pleads for it? This is the time to assign certain duties to every member of the family, fitting them into the back-to-school schedule. Having apportioned the work, you must then exert greater firmness than you ever exhibited before to insure the youngsters actually doing the tasks set them. Not until those tasks become a habit will you benefit by the plan.

Soon after school begins, a young lady will present herself at your door and invite you to send your children to dancing class. Presently the Boy Scout membership drive opens. Next, plans for a school band are announced, football practice is in order, and try-outs for the dramatic association begin.

ONCE, in a thoughtless moment, we said to our six-year-old: "Shall we take you to the seashore or the circus next week? You can't go both places, you know." And the six-year-old sat down and wept bitter tears. She didn't know how to make that decision.

Nor does your boy or your girl in high school know how to choose between a dozen attractive extra-curricular activities. It's up to you to help them find the things they are best fitted for and will enjoy most. One word of caution for your guidance: Don't let yourself be railroaded into letting them undertake more than they can manage because "all the crowd are going to." If you do, they'll attempt everything—and accomplish nothing.

In so many ways these children need our help. We intend to give it, but somehow we don't find time.

We have been intending to let Peggy have the crowd in to dance or make fudge on a Friday evening every week or so, in order to keep a closer eye on the friends she is making. But when the time comes, it's easier to let her go to the movies with her companions. Month after month we put off those informal parties and lose the opportunity to make friends with Peggy's friends. Let's not be like that this year!

January first is the accepted date for making good resolutions, but certainly the first day of school is the most effective time for the family to turn over a new leaf and so order the household that life runs smoothly and efficiently. Now, while every member of the family is fresh from the summer vacation, willing and eager to return to a steady schedule, is the time to do it.

Pointers for Parents

Practical Suggestions Submitted by Readers

RECENTLY WE HELD A FAMILY COUNCIL and, with the help of the children themselves, worked out a system which has reduced the morning rush hour before school to a minimum. At Father's suggestion, a small cash box has been set aside, in which a plentiful supply of small change is kept for carfares and school lunches. The older children take what they need from the box, noting the amount taken on a small pad kept in the box for that purpose. Mother next decided that the forgetting of handkerchiefs by the small fry could be prevented by placing a handkerchief in each small pocket when the laundry is put away. Then came the question of distinguishing marks for rubbers. This was solved by one of the children, who recalled that in kindergarten each child had been provided with a spring clothespin bearing his or her name, with which to clip the rubbers together. Perhaps, however, our crowning comfort is the "Lost and Found" bag. Into this bag go all the miscellaneous articles dropped by careless fingers and picked up in the course of the day's cleaning. Lest this bag become an incentive to carelessness, however, it is agreed that a penny redemption tax will be levied against the too frequent offender.—*Mrs. K. F. A., Linthicum Heights, Md.*

Bedfellows

OUR YEAR-AND-A-HALF-OLD DAUGHTER was afraid to go to bed at night, so I made her a big rag doll to take with her. As she was not entirely trained to stay dry all night, the doll often would be pretty wet by morning. So I made a complete cover for it of rubber sheeting. Over this I put a flannel cover with face worked on it, fastening the cover on with two tapes. The cover can be removed and washed while the rubber "rain coat" keeps the doll itself dry, thereby avoiding the numerous washings which resulted in a lumpy doll.—*Mrs. M. J. G., Marseilles, Ill.*

Shampoos with a Chuckle

"I JUST CAN'T GET ALL THE SAND OUT OF HIS HAIR. He fights and makes such a fuss when I try to give him a shampoo," was the wail of the mother of a two-year-old in his first sand-pile stage. I have found that the simplest solution for a fighting baby is to tilt a mirror so he can see what you are doing. Lay him flat on his back, either in a big tub with a little warm water or near the end of a padded table with a pail or basin to catch the water as you rinse his head. If he sees you apply the lather and pull it out into funny little horns between rubs, his tears will soon turn to delighted chuckles. If there is a small sister to hold the mirror, it will make it still simpler. Similarly when he refuses to wear the strange new cap, slip it on and off at various angles before a mirror. His antagonism will cease almost instantly.—*Mrs. G. M., Columbia, Missouri.*

Bottle Babies

MY BABY WAS UNFORTUNATELY A BOTTLE BABY, so whenever we were out in the car we prepared for his feeding without troubling folks along the way and had very little trouble ourselves. We carried a container (a tall one-pound coffee can or a number three tin fruit can) and filled it with hot water from the radiator of the car to heat the bottle in.

If the weather was hot or we went on long trips, I placed the corked bottles in a deep can and packed ice around them. I carried the sterilized nipples in a sterilized glass jar. I also carried drinking water for the baby with us.—*Mrs. W. E. D., Clayton, Mo.*

Oil on Troubled Waters

WHEN THE CHILDREN get too noisy or their quarrels reach the danger point, I often start a guessing game which invariably relieves the situation. I say, "I see something in this room that begins with C." For example, "cup," "ceiling," "cap," etc. Then the guesses begin, and the one who guesses correctly chooses the new word to be guessed. Even the tiny tots will try to join in the game and quarrels are forgotten. —*Mrs. E. S. P., St. Paul, Minn.*

Toys That Are Different

A WOODEN DARNING EGG without a handle proved more fun for my two-year-old than balls, for it rolled in a most original and wobbly manner and made a delightful noise when tapped on the floor, also it just fitted nicely into a small boy's hand. A large aluminum spoon was also a popular toy. It could be waved aloft, besides becoming a noise-maker when rapped against objects. Very smooth clothespins, with a tin box, enameled, also carefully examined for all smooth edges, to put them in and take them out of, kept him amused a long time. A ten-cent rolling-pin was another favorite.—*Mrs. H. E. D., New Haven, Conn.*

If you have practical suggestions that would be helpful to others, tell them to us briefly. For every suggestion accepted one dollar will be paid on publication. Unaccepted contributions to this department will not be returned. Address Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*

To Young Women

who have "no love for housework"

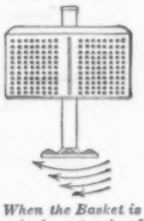
THERE is little glory and less fun in doing things the way your mother did! Take the matter of washing. There is a fine old tradition about doing the more delicate or intimate pieces by hand. All right *yesterday*, but *not today*. Not with a reputable manufacturer making a washer like the Portable Whirldry to do it for you.

For your personal dainties, it is well-nigh ideal—as thorough as your own hands and every bit as gentle.

Unlike other small washers you may read about, Portable Whirldry whirls the clothes dry at the touch of a switch.

This is the Spinner Basket of the Whirldry. Its oscillating action swishes clothes CLEAN

So, you see, the Whirldry needs no wringer, and it's efficient—anything it can hold it will wash, rinse and then, dry-for-the-line in a jiffy. That's also why, in homes where there are small children or babies, it is well-nigh indispensable.



When the Basket is raised, a touch of the switch whirls clothes DRY

Your department store or leading electrical shop has the Portable Whirldry.

THE WHIRLDRY CORPORATION
New Haven, Conn.

The Portable WHIRLDRY WASHER

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THE WHIRLDRY CORPORATION
New Haven, Conn.

I'd like to know more about The Whirldry. Please send your new illustrated booklet and the name of your nearest dealer.

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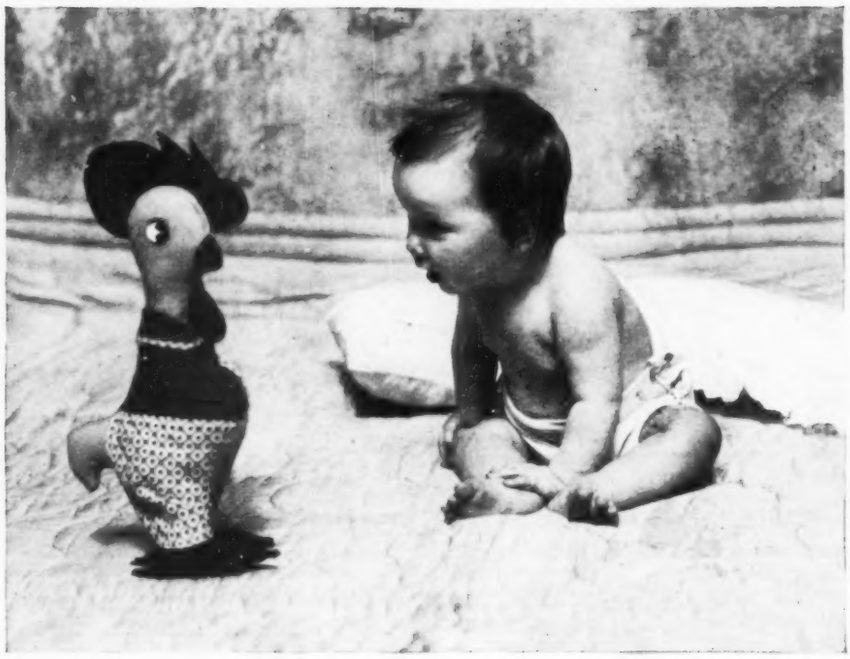

"What's that you're telling me, Mr. Rooster . . . . you honestly never heard of this powder? . . . my goodness . . the whole Nursery's talking about it! . . . . It's softer and finer than any we ever used before . . and it certainly has made a big change in me! Remember how chafed and cross I used to be? . . well, now I'm much better, thank you! . . . . You really should try it yourself . . . . . "

(THE CHIEF CHEMIST SAYS . . . .)

BABY powders are different—largely because of the difference in *talcs*. The costly Italian talc used in Johnson's Baby Powder is made up of soft, tiny flakes—but the inferior talc used for some baby powders contains sharp, *needle*-like particles! The trained observer readily sees this difference under a microscope, and you can feel it yourself, this way . . .

Rub a little Johnson's Baby Powder between your thumb and finger—then try another powder. You'll know, soon enough, if it's made with inferior talc!

Johnson's Baby Powder contains *no* stearate of zinc.

Johnson's Baby Powder

Ask your dealer also about Johnson's Baby Soap and Cream

Johnson & Johnson

WORLD'S LARGEST MANUFACTURERS OF SURGICAL DRESSINGS:
"ZO" CARTRIDGE SPOOL ADHESIVE PLASTER, ETC.

FREE SAMPLES: *Let us send you a generous free sample of Johnson's Baby Powder. With it we'll include free samples of Johnson's Baby Soap and Cream—two other products important to a baby's comfort. Write to Baby Products Division, Dept. C.C., Johnson & Johnson, New Brunswick, N.J.*

HOME MOVIES

By Louis M. Bailey
Amateur Cinema League, Inc.

Projection Pointers

AS summer draws to a close the amateur movie maker who has secured a precious film record of happy vacation days begins to plan projection programs with which to entertain friends. First of all he edits and titles his own films, an interesting phase of home movies, the essentials of which were discussed in this column last month. Then, since he will wish to provide variety in his home movie show, he visits the nearest dealer who carries sale or rental films for amateur projectors, or, if there does not happen to be one in his community, writes to the nearest one for lists of available reels. (Names of such libraries will be gladly furnished by this department.) These reels can either be purchased or rented.

To assure a smooth-running program certain preparations and precautions are essential. The projector should be placed in position the proper distance from the screen before the guests arrive. It should be on a firm stand or table to prevent vibration. A rubber or felt pad will aid materially in deadening noise. The screen must be parallel to the film or some part of the picture will be out of focus. The screen should be kept quite clean or the brilliancy of the image will be affected. The projector must also be clean and oiled after every thousand feet of film has been run off, but not oiled too heavily; a drop in each hole is sufficient. The gate and film track should be kept clear of piled up flakes of emulsion or the film will become scratched and the focus will be affected. The condenser and projection lenses should be cleaned. A fine handkerchief or Japanese lens tissue is best for this purpose. An extra projector bulb should always be kept on hand, in case one in use burns out.

AN opaque leader and trailer should be spliced on film shown so that no blinding light will reach the screen when the picture begins and ends. The films should all be checked to see that they have been rewound properly after the last showing so they are again ready for projection without delay. The film cans, properly labeled, should be placed on the projector stand in the order in which they are to be run.

When projecting, the machine should not be over-speeded. And, since the finest projectors can be heard when running, provision of a musical accompaniment for the films is a happy refinement of the home movie program.

If these precautions are observed, the amateur projectionist may rest assured that his entertainment will run smoothly, which together with a happy choice of films, completes a perfect show in the home theater.

South Sea Hints on Bringing Up Children

(*Continued from page 22*)

Similarly the evils of quarreling parents economically unable to separate are eliminated. A woman can always be economically independent of her husband in Samoa, for she retains a claim upon the lands of both of her parents and she can go home without economic loss. Samoans would think the sacrifice made by two uncongenial, quarreling parents to stay together "for the children's sake," unnatural and unlovely.

LIFE and death and sex are no mysteries to the growing child in Samoa. The horror, the shock, the nauseated recoil of our protected, unsophisticated children is unknown. The only secrets kept from the children are matters of family pedigree which the parents do not wish bandied about the village. But there is no attempt to keep from children knowledge of the facts of life. Little toddlers peep under the midwife's arm at a birth, hover about the group which is preparing a corpse, and make an evening game of spying upon wandering lovers. In Samoa the amatory arts are freely discussed, and the whole village stands ready to mock the inept lover. And children, living in unwalled, unpartitioned houses, scouting freely about the village at night, listening to the conversation of their elders, experience often in imagination what they will much later experience in actuality. Samoa considers untimely, precocious participation in adult affairs the most heinous of sins, but this applies to actions, not to knowledge. The judgments of Samoan children upon the experiences of maturity are not complicated therefore by ignorance nor confused by false teaching. They have the best equipment in the world against shock, a long, tested, unemotionally-charged experience of the facts of life and death.

In this armoring of the children's nerves, quite as important a factor as the actual experience is the attitude of the parents. The grown people regard the whole course of human life simply, without recoil or reservation. They consider sex as natural, birth as important and unexceptional. The spectator children are surrounded by their parents' uncomplicated attitudes and protected by their parents' emotional calm. The American mother who, because she has been told that Tommy must learn about birth, points out that the cat is going to have kittens, blushing hotly the while, is probably doing more harm than if she withheld the information and let Tommy pick up the news in the back alley. The facts of life learned young enough do not stagger nor particularly interest the young child, but the affective tone which surrounds the moment when he learns these facts may permanently influence his whole attitude. If a matter-of-fact attitude can be managed about kittens but not about babies, the child is better off if his parent discusses the anatomy of kittens only. Although the Samoan material proves that small children can view the facts of life without harm, it does not prove that the average American parent is equipped to share these facts with a child and preserve the necessary serenity.

Pre-adolescent sex experimentation in Samoa is, nevertheless, rarer than it is here. A strict taboo separates brothers and sisters and girl and boy cousins. Little Samoan girls may not romp and play with their cousins, dress up in their brothers' clothes, nor may little boys smash their sisters' most treasured possessions. All this is forbidden as disreputable. Against all the other small boys of the village, the little girls band together. It is unseemly for boys and girls to play together; hostilities of hurled cocoanuts are the only relations permitted between them. As a result girls in Samoa always think of boys as boys without learning to distinguish between personalities. The fact of sex is so emphasized that differences of temperament vanish. Of this more will be said later.

Our society is organized upon the basis of rewards for the swift, the precocious. Samoa distrusts all precocity, all early choices, all conspicuous success in the young. The child who boasts of having performed some adult task is not praised nor boasted about to the neighbors. Instead he is roundly berated at home and his conduct is publicly deprecated. Our adolescent children are met upon all sides by demands that they choose between religious faiths, between careers, between political allegiances. Samoan children are told to get up early in the morning, to keep their mouths shut, to listen attentively, and to wait until they have more judgment. And the age at which any new task may be attempted, any new responsibility assumed, any new choice made, is not the age at which the cleverest can do it, nor even the age at which the average can do it, but the age at which even the dullest child has finally mustered enough skill to cope with the new situation.

THE Samoan conditions are striking demonstrations of what good results can be gotten out of backward children when society is prepared to teach them with endless patience and encouragement. Inferiority complexes do not flourish where the more forward child is scolded rather than praised. Furthermore, the child which shows most natural proficiency is not given the next chance at the same activity; it is the duller child who is urged to try. So the differences in native ability are not increased by practice. But, although the Samoan system has much to teach of what may be done for the dull and backward, it gives only a warning as to the treatment of the gifted child. For a method like the Samoan can blunt the ambitions, dull the interest, blur the spontaneity of the gifted until the difference between

(*Turn to next page*)

The Milk Rebel Surrenders!

Her tearful "I Won't!" becomes a smiling "I Want!" with the coming of "DOUBLE MALTED"

IF your child won't drink milk—or leaves her glass only half empty, neither coaxing nor force will change her. Start mixing her milk with Thompson's "DOUBLE MALTED" Malted Milk. It makes a smooth, creamy, delicious Chocolate Malted Milk. Children love it as much as a soda fountain drink. They mix it for themselves and drink it eagerly at meals and in between.

Makes Milk Twice as Nourishing

It isn't a question of humoring a stubborn child who won't drink milk. Far more serious than that—it's a health problem. A problem affecting the growth of little bodies, the development of teeth and bones and the building of normal, healthful weight.

Thompson's is whole cream milk, "DOUBLE MALTED." It *doubles* the nourishment of plain milk, *and makes it far easier to digest.*

Children Gain 2½ to 5 Pounds a Month

Putting weight on children is a simple matter when you add Thompson's Malted Milk to their regular meals. Appetites for substantial foods improve. Cravings for between meal sweets disappear. And the coming of normal weight marks the going of nervousness, sleep disturbances and other underweight handicaps.

Make it at Home—30 Servings to Every Pound

Your druggist or grocer has Thompson's "DOUBLE MALTED" Malted Milk—Chocolate Flavor or Plain. Takes but a second to make. There are 30 servings to every pound.

Special Shaker Offer

THOMPSON'S MALTED MILK CO., Inc.
Dept. 48A-10 Waukesha, Wisconsin

Please send me a large size, 75c value aluminum shaker, and a sample of Thompson's "DOUBLE MALTED" Malted Milk. I enclose only 25c to cover packing and mailing costs.

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AS styles in outer-garments change, so must changes take place in under-garments for children.

Always in step with the vogue of the day, Nazareth offers, through retailers, the most modernly designed underwear for boys and girls.

Health, comfort and service are given the utmost consideration, so that you buy any Nazareth undergarment with assurance that it is scientifically made to give lasting satisfaction.

Look for the Nazareth label—it has guided millions of mothers for more than forty years in the selection of children's underwear.

If your retailer cannot supply you, write us, mention his name, and we will see that you are supplied.

Style G/B for Girls

as illustrated, tinted heavy-weight, waist suit, rayon stripe, part wool, fleeced, knitted fabric, Dutch neck, short sleeves, bloomer knee style, rayon shell trim. Pin-tubes, pearl buttons, drop seat.

Style G/K

as above but with cuff knee.

Style G/KN

as above in sleeveless, band top, cuff knee style.

Sizes 2/3 to 12/13. Price $1.00 a garment.

Catalog Sent on Request

Nazareth Waist Co.

Dept. C

366 Broadway New York City

Mills at Nazareth, Pa.

South Sea Hints on Bringing Up Children

(*Continued from page 49*)

the stupid who are encouraged and the bright who are discouraged is hardly to be noticed.

At about sixteen or seventeen the girl has passed through the most marked period of physiological adolescence. She is ready for a way of life which holds no mystery for her, for experiences even the emotional tone of which she knows. Her ambitions are simple and uniform; she wishes to live as a girl with many affairs and few responsibilities as long as possible, then to marry near home and have many children.

AT two or three years past adolescence for the girls, except in the case of chiefs' daughters, and three or four years past adolescence for the boys, sex experimentation begins. Although surrounded by the trappings which seem to us most romantic, moonlight and slender palm trees, the rhythmic beat of the surf, white with "coral milk" and the soft perfume of the frangipani blossoms, low-voiced protestations of love and flowery invocations of the stars and moon, these affairs of Samoan youth are not love affairs as we conceive of love affairs. The element of genuine personal relationship is entirely lacking. Samoan amours, although much more downright, are more like the petting conventions of the younger generation. Comeliness and technique are the two most important requisites. Friendship, appreciation of personality, passionate love with its strong connection between sex feeling and an awakened imagination, romantic love with its ideology of fidelity and chivalry—all are lacking. To the Samoan sex is play, an art to be learned with care and practiced with discretion. The emphasis is all upon the proper note of casualness, upon the fleeting hour. Strong attachments between young people whose parents' wealth and social position are unequal are regarded as being exceedingly bad form.

For Samoa is a formal society, based upon social classes, upon a recognition of rank, maintained, as most of such societies are, by the marriage of convenience. If the Samoan girl has ever learned the meaning of a strong attachment to one person, here would be cause for conflict. But she has not. Her early ideals were formed upon the model of a dozen older relatives, not upon an adored father. She has never known intimately a brother or a boy cousin or friend. She meets young men as lovers for brief butterfly affairs, which are born with the young moon and wane as it wanes. And she marries, seldom with an objection, some suitable youth whose suit her parents favor. She comes to marriage with no romantic dreams, but with a realistic knowledge of sex and pregnancy and child-birth. She marries not to satisfy vague, undefined desires, but because she is a little weary of the love that flits so lightly among the palm trees and wants the social position of a

Clapp's

ORIGINAL APPROVED

BABY SOUP

AND

STRAINED VEGETABLES

The Badge of Health Foods

In Sealed 4oz. Glass Jars

For Growing Babies

Prescribed by over 5000 specialists to supplement the milk diet during the toothless and teething period, these foods save mothers 24 hours a week kitchen time. Cost less than if made at home. Ready to dilute, heat and serve. They keep indefinitely when sealed and are equally convenient to use at home or traveling.

These foods supply all the mineral salts

Clapp's BABY SOUP. An appetizing combination of Beef Juice, Vegetables and Cereals.

Clapp's WHEATHEART SOUP, a combination of Vegetables, Cereals, and the Wheat Germ which supplies Food Iron and VITAMINES A and E.

Clapp's STRAINED VEGETABLES.

Spinach, Carrots, Asparagus, String Beans, Peas, Beets, Tomatoes, Prunes and Apricots. All are scientifically prepared from carefully selected materials, especially for growing babies, and are immensely liked by them.

Ask your Doctor and Write Us for Dealer's Name

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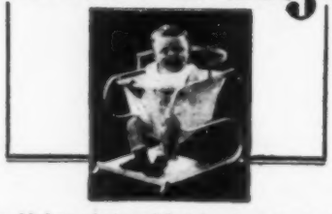
Noteworthy Books for Parents—a new service to Readers. Page 71.

Why crooked legs?

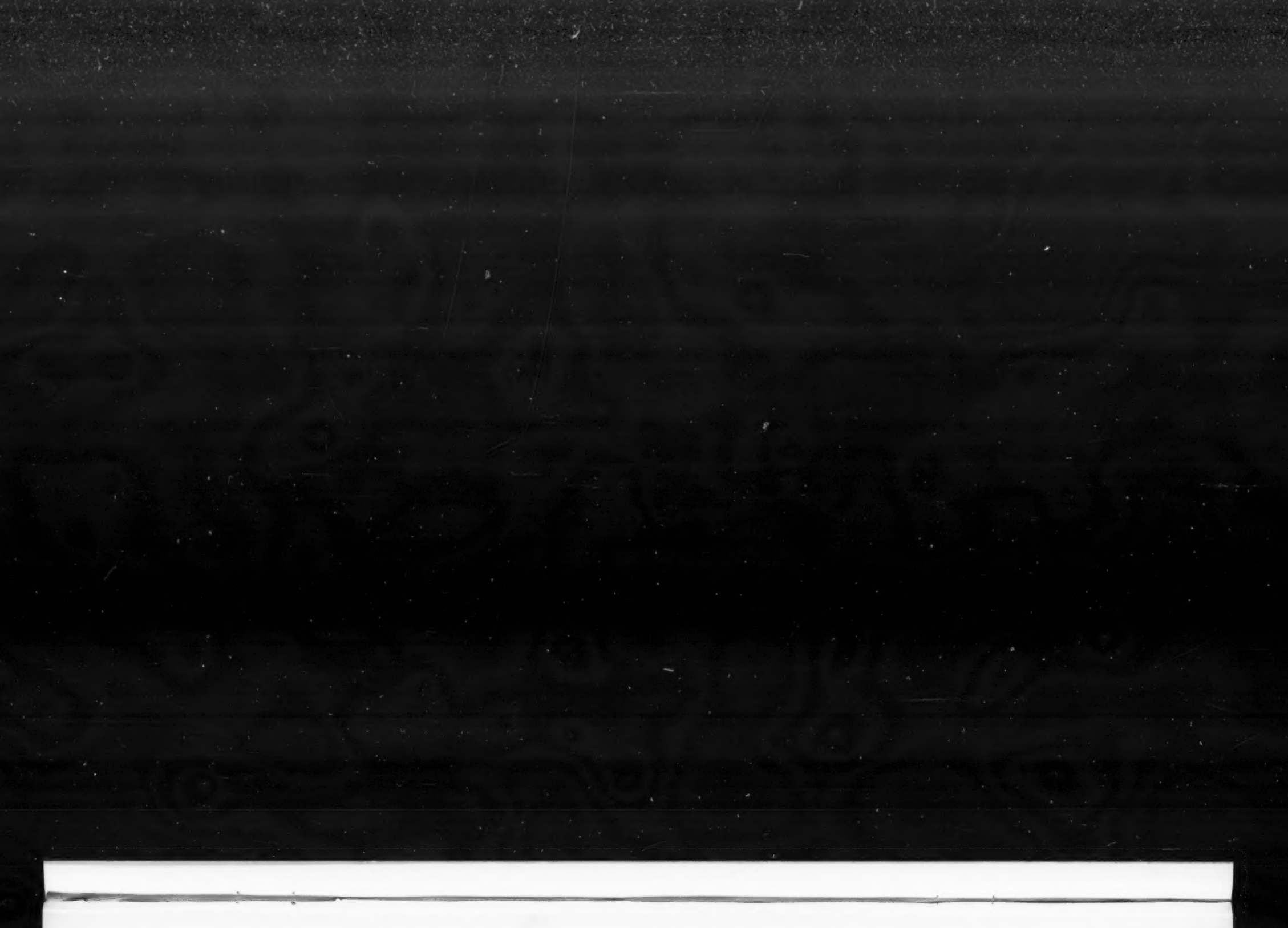


Guard baby against possible deformity—develop his leg muscles gradually without the full weight of his body. Let him jump, bounce and amuse himself in this scientifically built Tetertot—with its flexible but controlled springs, washable seat and protecting rail. Approved by baby specialists. Helps prevent digestive troubles and constipation. Easy to move. A delight to baby—4 mos. to 2 yrs.—and a blessing to mother. Pink, blue or ivory $5.00 (east of Rockies)—at dealers or mailed prepaid. Protect baby's health—order today

Wm. E. Stewart Manufacturing Co., Flint, Mich.

TETERTOT

The approved infant exerciser seat



married woman and children of her own. And the boys who at twenty were marriage-shy and wary marry at twenty-five or twenty-six because they wish to settle down to the serious pursuits of manhood, house building and fishing and village politics.

The experience and perfection of sex knowledge in Samoa makes for happiness, but the absence of strong personal ties can only be deplored. The separation of the sexes, the dislike of strong emotion, the lack of respect for personality are principally to blame. On the one hand the segregation of the sexes and the emphasis upon prudent marriages denies personality; on the other, indiscriminate petting and its necessary suppression of any genuine emotion lead to a like disregard of the importance of personal relations. We can appreciate as the Samoans cannot the value of personal relations.

From start to finish it is a very different picture from our own. Our children grow up in the small, intimate family in which strong attachment to the parents is eagerly fostered. Each family has a different standard from each other family, if not in church membership then in politics, ideas on prohibition, standards of dress and manners. When the child leaves the sheltering circle of his own home, he is confronted by all these diverse standards, at play, at school, at church. All that children have learned of life and death and birth is scattered hearsay, sly comment from children nearly as ignorant as themselves, accidental experiences. All this surreptitiously acquired knowledge predisposes them to shock, rather than armors them against it. At the earliest age when they can possibly be expected to understand such matters —most incorrectly dubbed "years of discretion"—they are expected to make religious choices, hounded by movements and causes and crusades, hurried hither and thither by the thousand conflicting currents of modern life. And they are tempted to experiment with sex in a fashion for which we have no canons of responsibility and through which many come to grief.

IT is indeed no wonder that we hear so much about the younger generation. Their pains and pangs are genuine enough. Scores of proud, ignorant youngsters are going down before experiences for which they are ill prepared, brought up as they have been to believe that one code of religion, of morals, of economics, of manners must be right and all others wrong. We may well be exercised concerning all this waste motion, this misery, the heavy spiritual casualty list. But our concern should not take the form of a group of self-sympathizing adults, commiserating with each other because the children are "adolescent." For if adolescence were to blame, the young Samoans would be generating the same difficulties, or ones of similar force, out upon their coral-trimmed island.

The old slogans, "You can't change human nature" and "girls will be girls," have justified many an indolent shoulder

(*Turn to next page*)

One Tooth!

YET IT CAN AFFECT THE APPEARANCE, THE WHOLE WELL-BEING, OF YOUR CHILD

☼

SHORTLY after the twenty "baby" teeth are in place another one unobtrusively takes its place among them. Frequently it is mistaken for another of the first teeth. But it is the six-year molar, the most important tooth of all.

The reason for this importance is that the six-year molar assures the proper relationship between the upper and lower jaws—it determines the proper growth forward of the bones of the jaw—and it helps in the even placing and developing of the permanent teeth.

All too often the six-year molar is lost because it is believed to be one of the decaying baby teeth. As a result a child's looks may suffer because of the improper development of the jaws. Such loss also often impairs the full usefulness of all the teeth.

. . . Is that not too great a price to pay for neglect of "baby" teeth?

Take no such chances! It is important to begin protecting the "baby" teeth from acids at The Danger Line from the time they first appear. No tooth-brush can furnish this protection completely. You must use a dentifrice that can—and still be safe to use.

Squibb's Dental Cream is made with over 50% of Squibb's Milk of Magnesia, more than enough to neutralize the acids in these pits and at The Danger Line and to give needed protection. Moreover, Squibb's Dental Cream contains no grit, no astringents, nothing that can injure the sensitive mouth of a child. It can be used to brush the gums—a necessary part of mouth hygiene. It helps to keep the mouth in a healthy condition. It is pleasant to the taste and harmless if swallowed.

SQUIBB'S MILK OF MAGNESIA *is a pure, effective product that is free from any unpleasant, earthy taste. It has unsurpassed antacid and mild laxative qualities.*

It is essential to have your dentist inspect your child's teeth regularly. By exercising this precaution, and by forming the habit of using Squibb's Dental Cream at least twice a day, you will help him maintain a sound permanent set of teeth which should serve him through life. At your druggist's, 40c a large tube. E. R. Squibb & Sons, New York. *Manufacturing Chemists to the Medical Profession since* 1858. The Priceless Ingredient of every product is the honor and integrity of its maker. © 1929 by E. R. Squibb & Sons

SQUIBB'S
Dental Cream

All advertisements conform to standards on page 73.

Ben Bernie—
Famous Orchestra Leader

"The clear, rich notes and the beauty of the Brambach Grand, are the expression of an ideal."
— BEN BERNIE
says of the

Style B. Hand-made in Mahogany. Only 4 Ft. 10 Inches Long. F.O.B. New York $675

BRAMBACH
BABY GRAND

DURING 106 years the Brambach name has enjoyed a celebrated reputation. Today this modern instrument, with its richness of tone, beauty of models and compact size, is the largest selling baby grand in the world,—at a popular price.

More sounding board area and greater string length than in any other little grand, impart the beauty and full resonance of tone for which the Brambach owes its distinction.

In imported woods . . . modern and period design . . . the Brambach Baby Grand is the most treasured piece of furniture you can place in your home. Brambach dealers are prepared to make terms of purchase to suit your convenience.

Requires no more space than an upright piano.

The Brambach Piano Co., Mr. Mark P. Campbell, Pres.
627 West 51st St., New York City.

Gentlemen: Please send me paper pattern showing exact size of the Brambach Baby Grand, and beautiful brochure.

Name .....

Address ..... City .....

South Sea Hints on Bringing Up Children

(*Continued from page* 51)

shrug, many a relieved sloughing off of adult responsibility. But the anthropologists, through their study of people in different cultures, the behaviorists through their study of babies with no culture at all, are demanding a radical revision of our conception of human nature. "Girls will be girls" will have to be modified to read: "Kansas City girls in 1929 will be Kansas City girls in 1929." All the universality has gone out of the lazy old formula, and with its universality goes its value as a salve for irresponsible consciences. For what kind of girls Kansas City will produce in 1929 depends much more upon Kansas City, its parents, its schools, its movies, its newsstands, than it does upon the fact that the girls are "adolescent."

We could not reproduce Samoan conditions if we would. A simple society where all share the same ideals and the world of one generation is so very like the world of the next generation is not for us. Our complicated society, which is coming to recognize personality as a value and cherish choice and individuality of thought, demands higher prices than are ever paid by the graceful young Samoans in their shady, peaceful villages. It is our youth, those who have not yet made their choices, who must pay most heavily for this right to choose. Their young days can never be as untroubled, as unpoignant as the days of the Samoans.

IN the light of this knowledge, first, that adolescence does not necessarily result in conflict, misery and storm, and, second, that we are asking our young people to grow up in a very difficult and expensive world, we should look to our educational theories. A country thrust suddenly into war sets about preparing its troops for emergencies unknown in peace time. But we do not say: "All soldiers get typhoid" and fold our hands. We say: "Soldiers are particularly liable to typhoid" and proceed to inoculate them. So our youth are subject to more severe tests and greater strains than are the youth of old settled societies. The answer is not, "They are just adolescent! Oh, dear, how troublesome," but "They are growing up in a very difficult society. How can we best prepare ourselves and them to meet those difficulties?"

Motion Pictures

(*Continued from page* 34)

THE SOPHOMORE, with Sally O'Neill and Eddie Quillan (*Pathe*)—Another college story which would be improved by editing. It gives some curious impressions of the habits and manners of students in our edifices of higher learning. All talking. (U) (E) *For A:* Hardly. *For Y:* Not recommended. *For C:* No.

STREET GIRL, with Betty Compson (*R.K.O.*)—An interesting and entertaining comedy drama telling the story of a young violinist who awakens the ambitions of four cabaret musicians who befriend her. All talking. (U) *For A:* Rather interesting. *For Y:* Entertaining. *For C:* Rather mature possibly.

TWIN BEDS, with Patsy Ruth Miller and Jack Mulhall (*First National*)—Harmless and farcical story made quite futile by poor diction, miserably written dialogue, cheap action, and numerous examples of bad taste. But contains many laughs for vacant minds. All talking. (E) *For A:* Stupid. *For Y:* Harmless and perhaps funny. *For C:* Harmless and probably funny.

Every Boy Needs Tools

(*Continued from page 26*)

almost necessary. Few toys can be made without it. Many a boy's hobby is coping-saw work. This coping-saw and a dozen blades cost but little and it soon becomes a fascinating tool. It is easy to become expert in toy making after this tool is mastered.

For materials a small investment is sometimes necessary but builders will often allow boys to take waste wood. Every boy should know something about the selection of woods. The softer woods, such as pine, cypress, spruce, hemlock, and basswood, are better for beginners. Of the hard woods, oak is most commonly used. Boys should learn something about grain and fiber. Wood shrinks or swells and curves or warps as it loses or absorbs moisture. Parts that are long and narrow must have the grain running in the long direction. Parts that are wide must be kept from warping and splitting. In making wooden toys a good grade of wood is necessary. Basswood works easily, but if not available, pine does well for many excellent toys. Small pieces of lumber that will do for kite sticks can usually be picked out of scrap heaps. Cigar boxes are excellent for a variety of small toys. An assortment of shapes and sizes may be had at almost any cigar store. By placing the cigar boxes in a tub of boiling water the paper may be easily scraped away. When they are placed in the sun to dry the covers should be bound down to the boxes in order to prevent them from warping. Every boy has his eyes open for such scrap material as old boards, grocery boxes, tin, broom handles, spools, old furniture, pieces of screen and even old clothes.

THE boy who has his own workbench can turn his hand to repair work in the home and will be proud to help in this way.

Mr. L. E. Wolfe, who has devoted more than a quarter of a century to superintending the school systems of several cities, including San Antonio, Texas, says: "The industrial plant in the homes—where cooking, sewing, care of rooms, gardening, chicken raising and repairs are done—should teach boys and girls one hundred times more valuable lessons than all the industrial plants in schools."

Some of the home industrial projects that Mr. Wolfe suggests for the boy with tools are putting in faucet and hydrant washers, hanging and adjusting window shades, putting clothes hooks in closets, putting casters on furniture, putting up towel racks and similar fixtures, the renewal of window and door screens, the mending of garden hose, soldering, planing and fitting windows that bind, the making of bookshelves and rods for clothes hangers in closets, making simple furniture, such as telephone stands and stools, and making flower and vine trellises. Then there are porch boxes, window boxes and bird houses, all easily made.

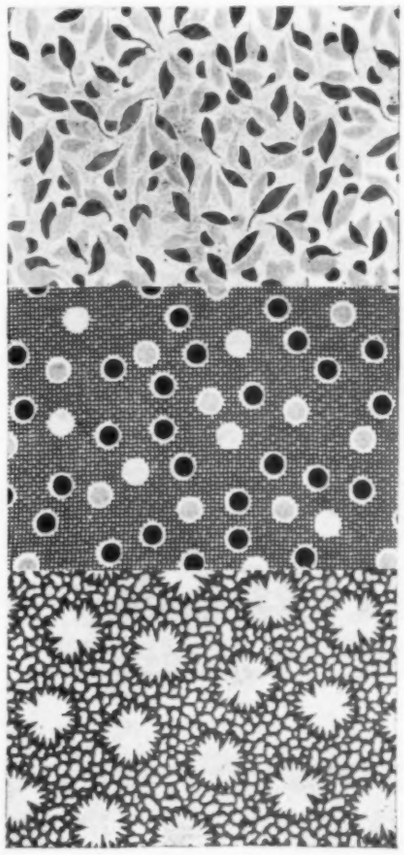
(*Turn to next page*)

"Many children are overdressed, which may cause serious results. . . . Cotton outer-clothing is sufficient," says Dr. Julius Hess, widely known child specialist

Most attractive—most durable—most comfortable of cotton materials are Everfast Fabrics. The colors will not fade

NO MOTHER can overlook the fact that clothing has a great influence on children. It can make them continually fretful, or happy the whole day long. Often children are sent to school in clothes that are too heavy to be comfortable.

Dr. Hess, writing on winter clothes for children in a recent issue of *Hygeia,* says: "Clothing is worn to maintain an even body temperature, to serve as a protection from temperatures lower than body temperature. It should provide comfort and not cause overheating and perspiration." He further states that "Cotton outer-clothing is sufficient."



Everfast Fabrics are comfortable cottons—never too heavy. Yet they make perfect school clothes for other reasons too. Everfast Fabrics are beautiful, gay in pattern, brilliant in color. No Everfast color will fade. If it does you get your money back plus making-up costs. Everfast Fabrics are sturdy, practical, easy to wash.

Ask to see the attractive new fabrics for children's clothes. There are Cord-O-Prints, Printed Broadcloth, Crepelyon, Suiting Prints, Playtime Prints, Sateen Prints, all in the new fall patterns. Also Gingham Cloth and other fabrics in clear plain colors. You can get Everfast at nearly every good store. Write us if you can't find your Everfast dealer. Look for the name Everfast on the selvage of every genuine fabric. N. Erlanger, Blumgart & Co., Inc., 354 Fourth Avenue, New York.

Everfast Fabrics

SCHOOL STARTS NOW

NOW AS NEVER BEFORE THEY NEED YOUR HELP

TIMES have changed. This is a different world than it was when you went to school. Teachers are busier. Classes are bigger. And in an age when children need *more* help, they actually get *less*. They begin to slip in school. Then they slip out of school. Then they are gone—goodness knows where!

It isn't just by accident that over fifty thousand teachers and three hundred and fifty thousand mothers have found a new way of helping their children to help themselves toward better grades in their classes and prouder leadership amongst their friends in school. The help they have selected for this purpose is

COMPTON'S
Pictured Encyclopedia for Children

Here is something that will make them so happy and successful in their school work you will just be amazed. For here is a whole encyclopedia written and pictured from beginning to end for children alone. Just think of it. Here is the only complete set of reference works in encyclopedic form that children have ever had, written and pictured in terms of their own understanding. Children love it. Their school work thrives on it. And we have now arranged so that you can have the whole ten volumes in your home for a first payment of as little as $3.50 down.

Free Sample Section

Mail this coupon now, and our Educational Advisor will send you a free, sample Pictured Section, taken right out of the Encyclopedia itself. And then you will see for yourself what a wonderful help it is to struggling children in crowded schools in this busy age. She will also send you free a quite wonderful "Questionario Game" which measures the general knowledge of any child of any age.

Here is the coupon. Mail it now. And you will see something for children that has never been done before in the past six thousand years.

Compton's *Pictured* Encyclopedia

F. E. COMPTON & CO.
Dept. 10-30, Compton Bldg.,
1000 N. Dearborn St., Chicago, Ill.

Please send me at once, Free Sample Section and Free Questionario Game with full information as to how and where I can get Compton's.

Parent's Name.....

Address.....

City.....State.....

Please check the ages of your children so we can send sample pages most interesting to them.

☐ Pre School ☐ Grade School ☐ High School

Every Boy Needs Tools

(*Continued from page* 53)

There are the things, too, a boy will like to make for his room: a writing table and a book-shelf perhaps, and an extra shelf in his closet, a box for his baseball bat and balls, a box for other possessions and perhaps shelves and a cabinet for his collections.

Then one must not forget the fascination that comes for younger boys and girls from kite-making. There are many kinds of kites that are simple to make, the tailless bow kite, box kites, the bird kite and butterfly kites. There are bows and arrows and toboggans, boys' coasters and scooters, outdoor gymnasium apparatus, houses for pets, and any number of toys that can be made by the boy who has tools.

Books on Handicrafts

HANDICRAFT FOR BOYS, by A. Frederic Collins. *Stokes.* $1.50.

SUGGESTIONS FOR HANDWORK IN SCHOOL AND HOME, by Jane L. Hofie. *Milton Bradley Company.* $1.25.

HANDCRAFT. *Playground & Recreation Association, New York.* $1.25.

HOME PLAY. *Playground & Recreation Association, New York.* $.50.

THE BOYS' WORK SHOP. Edited by Eric Wood. *Funk & Wagnalls.* $1.50.

KITECRAFT AND KITE TOURNAMENTS, by C. M. Miller. *Manual Arts Press, Peoria, Ill.* $2.00.

TOY PATTERNS, by Michael C. Dank. *Manual Arts Press.* $.80.

BIRD HOUSES AND HOW TO BUILD THEM. *Farmers' Bulletin, No. 609, Washington, D. C.* 5 cents.

BOYS' BOOK OF CARPENTRY, by A. Hyatt Verrill. *Dodd, Mead.* $2.00.

BOYS' BOOK OF MECHANICAL MODELS, by W. B. Stout. *Little, Brown.* $2.00.

BOYS' BUSY BOOK, by Chelsea Fraser. *J. Y. Crowell.* $2.50.

HOUSEHOLD CARPENTRY, by L. M. Roehl. *Macmillan.* $1.50.

MODEL AIRPLANES—HOW TO BUILD AND FLY THEM, by Elmer L. Allen. *Stokes.* $3.50.

YOUR WORKSHOP, by Edna Plimpton. *Macmillan.* $1.50.

PLAYING WITH CLAY, by I. W. Wheeler. *Macmillan.* $2.00.

WITH SCISSORS AND PASTE, by Leila M. Wilhelm. *Macmillan.* $1.75.

CORK SHIPS AND HOW TO MAKE THEM, by Peter Adams. *Dutton.* $1.25.

BOYS' BOOK OF MODEL BOATS, by R. F. Yates. *Century.* $2.00.

HOME HANDICRAFT FOR BOYS, by A. Neely Hall. *Doubleday, Doran.* $2.00.

Furnishing the Whole-Family House

A living room done in delicate brocades, a dining room where priceless mahogany reflects eggshell china and rare crystal may be all right for grown-ups. But the home where there are children has to be a place to live and play and grow in. How it can be beautiful as well as practical will be told in a fascinating series of articles by Pauline Duff, interior decorator and home consultant. Starting in October.

When the Baby Cries

(*Continued from page* 19)

varied by so much as a half a minute. Although the baby must be awakened at first, in a surprisingly short time he will of his own accord wake up at the proper time and cry to be fed. If feedings are adequate and this schedule is adhered to the hunger cry will stop.

PAIN. When a baby is suffering pain, the cry, which is a loud scream of intermittent character, is easily recognized by the concomitant symptoms, such as drawing up and kicking the legs, the contraction of the facial muscles and a certain peculiar, worried look about the face. Such pain can be avoided in most instances, by holding the baby in the proper position while he is being fed. It should be remembered that we adults find it difficult to eat in a recumbent posture, since it is hard to swallow and breathe in this position. It is natural that the baby should have the same difficulty. For this reason, the baby when he is being fed should be held with the head up, the back supported on the forearm, and the buttocks in the hand of the mother. The wrong position of nursing in which the child is held horizontally across the abdomen, creates a great deal of trouble. This is owing to the fact that in this position the baby, in his efforts to breathe and suck at the same time, swallows air in gulps. When this air reaches the intestines as a globule it dilates the intestine. As the intestine contracts on this globule, in order to force it along in the most natural way, it has nothing tangible to squeeze, and so goes into a state of contraction, thereby squeezing the nerve ends and causing pain. If the baby is held correctly when fed, such difficulty will be obviated. Even the best-cared-for babies sometimes suffer from chafing. If this occurs, consult your doctor concerning treatment. He will doubtless advise a soothing ointment and powder.

Temper. This is indeed a lusty cry, accompanied by stiffening of the body, which at times resembles a convulsion. The baby gets red in the face and continues to scream. Sometimes this cry stops immediately, when something distracts the youngster's attention, sometimes it tapers into a fretful whine, which in turn may change to a smile as the baby becomes satisfied. A display of temper on the baby's part may be occasioned by handling him when he wants to go to sleep, examining him against his will, using force in holding him, and the like. This outburst is not to be construed as a manifestation of the permanent disposition of the child, but merely as a temporary manifestation of his displeasure.

Indulgence. This is a cry usually caused by an injudicious mother in her attempt to please the baby. The child soon learns that when he cries he is given the breast or bottle, or is picked up and held. If this practice is continued, the baby soon becomes a tyrant.

FRIGHT. No baby is born with a sense of fear. Parents should be careful to see that fear is not developed. The habit that some persons have of suddenly jumping at a baby and crying "boo" or some other expression that startles him and makes him cry is pernicious and instils a sense of fear. Loud noises are almost sure to frighten any baby.

Night crying. This is usually caused by the fact that the baby is uncomfortable. Examine him to see if his diaper is soiled, feel his hands and feet to see if they are cold, lastly examine his clothing to be sure that there are no folds or creases which might cause discomfort. Be sure no open safety pin is pricking him and that if he is suffering from chafing this is relieved.

In my opinion it is a mistake to try to force a very young baby to go from ten o'clock at night to six o'clock in the morning with no intermediate feeding. In a majority of cases the baby will awaken from hunger and cry to be fed.

Crying and hernia (rupture). It is a common belief that crying causes rupture. This is true in a few instances where the abdominal muscle wall is weak and rupture would undoubtedly have happened in any case. But such a result is not likely to take place in the normal, healthy infant.

Youth Selects Brief Underthings

Meeting modern style requirements, knit underwear retains the same health features that have always commended it to careful mothers. It is elastic, absorbent, porous and protective. Easy to launder—no ironing necessary.

These garments, made of Durene, can be purchased at your favorite shop. Other styles available in cotton, rayon, and worsted mixtures in a variety of weights.

Send for illustrated booklet—Knit Underwear by Seasons

ASSOCIATED KNIT UNDERWEAR MANUFACTURERS OF AMERICA

40 Worth Street, New York City

Leaflets, Pamphlets and Books

Published by THE PARENTS' MAGAZINE, 255 Fourth Ave., New York

For Group Leaders

Program on Child Training—Subjects to be discussed at P. T. A., Mothers' Clubs and Child Study Group meetings. Free.

Group Study for Parents—Suggestions on organization and interesting meetings. Free.

Parents Know Your Job—An inspiring poem by Berton Braley. Useful in stimulating interest. Free.

An Important Message to Groups—Containing a practical plan to provide money for worthwhile causes. Free.

Pamphlets

How to Adopt a Child—How to select the right child for you; the methods of adopting a child; a list of reliable agencies through which they may be adopted and information on the rearing of adopted children. 25c.

Choosing the School—Questions parents should ask when choosing a school. A school catechism and a bibliography on educational methods. 10c.

Choosing the Camp—Questions parents should ask when choosing a camp. Including a camp catechism and a bibliography on camps and camping. 10c.

Books

A Doctor's Letters to Expectant Parents—A helpful book treating the psychological side of pregnancy as well as the physical. Invaluable to both mothers and fathers-to-be. Containing 18 letters—two for each of the prenatal months. $1.75.

The Modern Baby Book and Child Development Record—In pink or blue binding $5.00. De Luxe edition in half leather in either color—$10.00.

If Parents Only Knew—What the modern school is doing for the child and how the home can help. Health, Recreation, Citizenship, Character Training and Choice of Vocation are among the subjects. $1.75.

Recommended *by* Baby Specialists *for* Comfort, Convenience, Safety

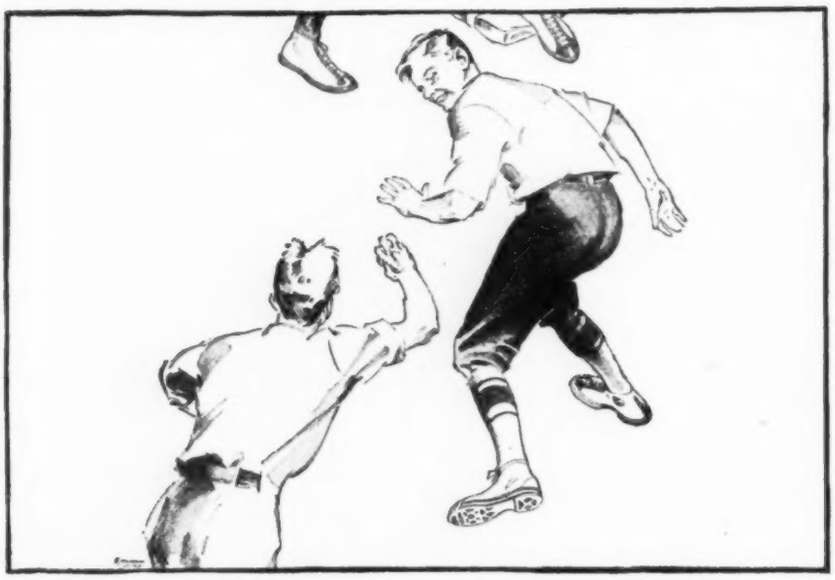
The safest, most comfortable way to motor with baby. Saves mother worry and tired arms. Made of strong metal frame covered with fine leatherette, and suspended on shock absorbing springs. Folding hood. No screws or nails in upholstery. Bassinet may be instantly removed from car for use in hotel or home. Folds compactly for storage or train. DETACHABLE RUBBER-TIRED WHEELS OBTAINABLE to quickly convert Bassinet into strong attractive carriage. Makes an appreciated gift. Send for illustrated folder of Gordon Baby Motoring Accessories. Guaranteed to please or money refunded. Prices from $3.50 up. At dealers or by mail.

Gordon Motor Crib Co., Inc., Dept. 49, 8 Bridge St., New York

You may send illustrated folder and name of nearest dealer

Name.....

Address.....



They're out of the nursery now!

Keds "Gladiator"

A medium price, sturdy shoe for all-round use. Patented "Feltex" insole keeps the foot cool and comfortable. Reinforced toe gives extra protection at point of hardest service. Special anti-skid sole, *and Keds' cool canvas upper.*

Keds "Conquest" (BROWN)

Made with the popular crepe sole, famous for wear. A special toe cap reinforcement that will let them scuff to their heart's content. "Feltex" insole, *and Keds' cool canvas upper.*

Keds "Diana"

A very popular lace-to-toe shoe. It is much in demand for girls' gymnasium classes. Made in all white and all black. The corrugated sole is flexible and durable—two very necessary characteristics for gymnastic shoes.

. . . with a suddenly tightening heart, you realize that your baby has grown up. Now new lives are rapidly unfolding—new interests—new games—*action, action, and plenty of it!* And the clothes and shoes you buy must meet new tests.

Leading physicians and gymnasts endorse Keds because Keds' health-help last gives snug foot-fitting qualities. Because Keds' soles are specially designed to grip the smoothest surfaces, thus preventing dangerous falls and bruises.

Keds are made by the oldest and largest specialists in canvas, rubber-soled shoes. *They show it!* Note the correct design, superior materials, and smooth inside finish. Always look for the name "Keds" stamped plainly on each shoe. None are genuine Keds without the name.

You will find a complete variety of Keds' models available in more than 30 different styles—for every boy, girl and adult. The prices range from $1.00, $1.25, $1.50, $1.75 to $4.00. You will find Keds in the best shoe stores in town.

Write for our new free booklet containing all kinds of information on games, sports, camping, vacation suggestions and dozens of other interesting subjects. Dept. KD-99, 1790 Broadway, New York City.

United States Rubber Company

Makers of "U. S." Raynster raincoats, "U. S." Giant Chain bicycle tires, "U. S." Spring-Step heels, as well as

Keds

REG. U.S. PAT. OFF.

The more you pay, the more you get—but full value whatever you spend.

Out of the MOUTHS OF BABES

One dollar will be paid for each child's saying published in this department

MARGIE would embarrass her mother every time she called on a friend by asking for something to eat. She was threatened with punishment if she ever did that again. The next time they called on that friend, just before lunch time, Margie piped up:

"Mrs. Smith, are you hungry?"

"No, Margie," answered the hostess. "I'm not hungry."

"Well," said Margie with a sigh, "I wish I was you."—*M. Z., Kansas City, Missouri.*

"I KNEW you were coming over to see us tonight," the sweet little daughter of the household volunteered.

"Did you, dear?" asked the friendly neighbors.

"Yes, Mother said to Father, 'The Smiths are coming to spend the evening.'"

"And what did Father say?"

"Father said, 'Oh, hell!'"—*M. H., Los Angeles, Cal.*

TWO stylishly dressed ladies were visiting the lower East Side, New York City, in an attempt to find out "how the other half lives." They noticed a youngster sitting on a curb holding an apple. He had reached the age where he was minus both his upper and lower front teeth and he sat looking rather disconsolately at the rosy fruit. On catching sight of the two ladies, his expression changed. He jumped up and came toward the ladies, holding out the apple in the direction of one of them.

"Lady, will you start this for me?" he asked with toothless but smiling confidence.—*M. E. M., Glen Ridge, N. J.*

FOUR-YEAR-OLD Patricia was washing her hands in her mother's bathroom. She had no towel of her own in there, so when she had finished washing she looked toward her mother's towel rack, then hesitatingly toward her father's; then coming confidently to her mother, said: "I'll use your towel, Mommie; we women must stick together."—*Mrs. A. N., Jersey City, N. J.*

LITTLE Mary, aged five, came into the house bedraggled and weeping.

"My goodness!" cried her mother, "what a sight you are. How did it happen?"

"I am s-sorry, Mama, but I fell into a mud-puddle."

"What! With your best dress on?"

"Y-y-yes, I didn't have time to change it."—*O. M., Columbus, Ohio.*

YOUNG Bobby gazed at his reflection in the mirror.

"That's me!" he said cheerfully.

"No, Bobby, you should say, 'That is I,'" reproved his mother.

"Well," answered Bobby emphatically, after another glance into the mirror. "It may look like 'I' to you but it looks like me' to me!"—*Mrs. A. R., Highland Park, Illinois.*

SANITAS
STANDARD STP TEXTILE PRODUCTS CO.
BRAND
REG. U.S. PAT. OFFICE

Look for this trade mark

SANITAS
MODERN WALL COVERING

Solves the Problem of Decorating the Nursery

First of all, the wall covering in a nursery or child's room should be colorful and pleasing. There are many Sanitas styles that will add cheer and charm to an otherwise dull room.

Then, the wall covering shouldn't be too tender—Sanitas is made on cloth and has the strength to withstand the bumps of junior furniture.

Finger-marks and smudges leave no permanent impression on Sanitas—a damp cloth wipes off all dirt.

Call up your decorator and ask him to show you the complete line of styles in the Sanitas sample book—you will be agreeably surprised at the range of pretty and practical patterns available in this modern wall covering.

Samples and literature sent on request.

The Standard Textile Products Co.

320 Broadway Dept. 33 New York

Sleeping time is growing time

YOUR Baby! He must be snugly safe in comfortable sleep for health's sake. Simmons Cribs are scientifically built to insure this. They are washable, durable, adjustable, firm, noiseless, and come in many colors and designs. $12.50 to $40.00. Beautyrest Mattress to order.

SIMMONS CRIBS

© 1929, Simmons Co.

"It solved my problem of how to care for my BABY'S TEETH"

"I am recommending BABYDENT to other mothers, for it completely solved my problem of how to care for my baby's teeth."—Mrs. G. S. Alverson, Quincy, Mass.

"My father, who is a physician, secured a box of BABYDENT for me when my baby first began to cut her teeth. She enjoys having her teeth cleaned, and I like BABYDENT very much because it has kept her teeth in perfect condition and is so easy to use."—Mrs. W. M. Young, Avalon, Pa.

* * * * *

BABYDENT comes in the form of a mild, pure Cream with a box of sanitary Finger Applicators for applying it. It enables you to correctly care for those important temporary teeth upon which life-long health and appearance depend. Designed expressly for babies from 4 months to 4 years, it is the *only* dentifrice approved by baby specialists, physicians and dentists as safe for baby mouths. If your druggist hasn't it, mail coupon for liberal sample.

Babydent for BABY GUMS and TEETH

Send for Sample

CHILDENT COMPANY, Inc.
Dept. B-12, Granville, N. Y.

Send sample of Babydent Cream with Applicator, and informative booklet on care of baby teeth and gums. I enclose 4c in stamps.

Name .....

Address .....

City ..... State .....

A Wardrobe for the College Girl

(*Continued from page 23*)

to the formal ball with equanimity.

The ensemble with its light wool, semi-tailored coat and harmonizing dress of either silk or wool fills in many gaps during the spring and fall. It may be worn shopping or to tea; it will go matinéeing and to classes equally well. This season the pleated skirt and tuck-in silk blouse, with a short or three-quarter length jacket matching the skirt, is very youthful and smart for the college miss. These are shown in all sorts of gay color schemes such as cocoa-brown skirt and coat and deep yellow tuck-in blouse, or perhaps a gray light wool suit with rose or purple blouse. Then there is the soft, supple velvet ensemble which is appropriate only at the more formal functions. The extreme of this is the strictly tailored suit with fresh white blouses; and this is very much in taste on the campus or traveling. However, most girls prefer the suits that have the individual or so-called "dressmaker" touches, such as the peplum or oddly cut collar.

THERE are four types of shoes that a girl entering college must have. Each is equally important. First of all, she should have a pair of flat-heeled oxfords. If she has been wearing white oxfords during the summer, this same pair will do her very well, no doubt, until Thanksgiving—for summer clothes are in evidence during the first months of college. Then she should have medium-heeled walking shoes, probably strapped, to wear with her suit and other campus clothes. The heavier reptilian skins are popular for shoes such as these. Her third pair must be semi-dress shoes to go with her afternoon dresses and for informal dances and the like. The lighter reptilian leathers are very popular here, and the mode is for costume shoes; that is, shoes that repeat a color note that is noticeable in the rest of the costume. More than one pair of this type of shoes is to be desired, but only after having purchased the other three types. Lastly, she should have evening slippers of silver or gold kid, or perhaps velvet or satin dyed to match her dress. Evening slippers may be purchased in the summer for almost nothing, and if wrapped in black tissue will not tarnish.

The choice of hosiery is more or less a matter of personal concern. However, if the college girl has a dozen new pairs to begin with, she will find that they will wear a long time and she will have a greater variety. Beige and flesh for evening are favorites, and as the fall progresses the shades for daytime wear darken.

While considering shoes, the matter of gloves and purses comes to mind. For campus wear and hard service, washable capeskin pull-ons are very satisfactory. Of course it is desirable to have leathers that harmonize with shoes and purse. The stitched fabric glove has been in vogue and is extremely practical. A beaded or velvet bag for afternoon or evening wear is to be desired, but is not absolutely necessary.

For classroom wear, sweaters and skirts are probably in greatest favor; and they are very practical, for several shades of sweaters may be worn with one neutral-colored skirt. Before washing the sweater, measure it so that you will know how large it should be. Then wash in lukewarm soapy water, rinse and place on towels spread out on the floor or some large surface to dry. As it dries, stretch it to its proper size.

The girl who is fond of sports will see that her wardrobe is well supplied with sweaters and skirts, for with good-looking English brogues they are the correct costume for hiking; in white and the lighter colors, and worn with pliable, gum-soled oxfords, they are chic on the tennis court. Gay bandannas in harmonizing shades may tie back the wisps of hair that long to stray, and may even be worn on the campus or down to the corner drug store for a soda after a strenuous set. Sleeveless linen and other fabric frocks are cool and comfortable for tennis, when it is very warm, and these are very simple to make. Cool, windy days on the golf course will find the college girl again in sweater and skirt, and as the season progresses these will lighten in color and texture or perhaps give way to fabric costumes. In winter sports, also, the sweater and skirt figure prominently, for the well-dressed college girl, especially the co-ed, is seldom seen in knickers. She chooses instead a heavy wool skirt, a leather jacket with plenty of sweaters underneath and a jaunty beret.

There is one occasion when skirts are ruled out, and that is on horseback. The modern girl, in her breathless gallops up and down the hills, sits astride, serenely conscious that her moderately priced but smartly fitting whipcord breeches are quite in order, and that, with her bright sweater tuck-in fashion and her beret perched precariously on her head, she is in tune with her surroundings. It is very nice to have the shiny riding boots, classic fitted coat, correct hat, gloves and quirt, but there are more college girls enjoying horseback riding without than with them.

THE girl who is packing her trunk for college naturally wonders what her gymnasium paraphernalia will be and packs any suits she may have worn in high school. These will probably be useless in college, for there seems to be a custom which requires all gymnasium classes to wear a costume prescribed by the college and purchased through the athletic department. This is a very good system, for there is nothing more impressive than a basketball team dressed neatly and uniformly, working with swiftness and dexterity together—or a field of rhythmically swinging arms and bending bodies where every suit is of the same cut and color. Likewise, the college will provide cotton tank suits for the swimmer.

Jersey and light wool dresses rival the sweater and skirt in appeal. These with smart felts are good taste on the

(*Turn to page 60*)

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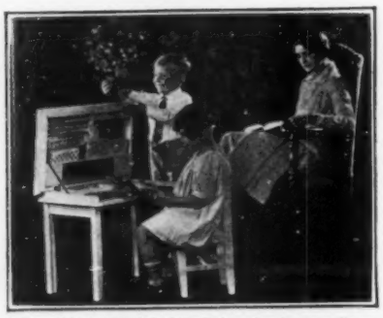
What Is The "PLAYSKOOL IDEA?"



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A Wardrobe for the College Girl

(*Continued from page* 58)

campus as well as for afternoon wear.

The number and quality of the dresses that a girl takes to college is more or less a matter of finances, but whatever number she may have there are certain types which must be represented. In addition to a jersey or two, she should have a dress for afternoon wear. This may be of georgette, chiffon or velvet or such material made in a becoming fashion. Then there is the type of dress that one wears when one is not just sure what others will wear. This is a dark silk dress, either black satin, navy georgette or something of that kind. These materials can so easily look dowdy if not carefully made, that it is advisable to buy this one, if not all, of the silks. Figured silks and flat crêpes in conservative patterns fill in the gaps, and lo! we have the hangers in our new wardrobe trunk nicely filled.

But we must not forget the matter of evening dresses. That would be tragic indeed. One new evening frock is all that is advisable to purchase in the fall before going away to college. This, in addition to what she has accumulated during high school or boarding school, will do very well until Thanksgiving or Christmas vacation, when she will have had time to ascertain just how many she will need and what type is most in favor at her particular college. Varieties of the dress in the basque style are probably the most popular. The dress décolletée is rather frowned upon, but again this varies with the school.

Unless one has been a veritable social butterfly, I do not believe it should be necessary to purchase an evening wrap for the first winter. If one has been lucky enough to acquire one, so much the better; but the dressy coat or Chinese wrap which one wears equally well for a négligée will do nicely for spring and fall, and the coonskin or fur-trimmed coat is adequate for winter wear.

The felt hat, to return to daylight again, is undoubtedly the favorite for the young girl. It is so conveniently soft and easy to clean. Did you know that French talc, at ten cents per ever and ever so much, cleans felts just beautifully? It is not necessary to have expensive hats for campus wear, for they are bound to get a severe knocking around. Better to have a variety and not pay so much for them. One's hat box should include at least three or four felts of shades to harmonize with the rest of one's wardrobe and a "chapeau" of some material, such as velvet for winter and crocheted straw for spring.

Referring to the Chinese wrap again, not the least of its uses may be as a négligée, as hinted before. The college girl needs one mandarin coat or négligée, which is rather dainty or very modernistic in its color scheme, as well as a bath robe or quilted robe to study in. This should be dark enough to bear ink spots with some degree of grace. Then, too, she should have a pair of soft-soled bedroom slippers. In most college living centers mules are forbidden on account of the noise they make.

And lingerie—most of this should be silk, either glove silk or crêpe de chine, with not too much lace. Pongee, too, is a favorite. These may be washed out and dried and ironed all in a few minutes. Pajamas, however, are often made of gingham prints in bright colors.

If we take all these things, plus some crisp linen handkerchiefs, strings of pearls and other costume jewelry, and a fur scarf perhaps, we have our young lady well equipped for college—and our new, shiny trunk, or the one we dragged down from the attic, filled to overflowing—not to mention the modest little hat box and bag to match! Now all there is to do is to buy her ticket, kiss her good-by and she is off. Bon voyage!

The college girl's wardrobe has a wide range in cost. The following list will help you to plan your purchases to fit your purse

Coats—*Slicker*—$5.75, $8.75, $12.50. *Trench Coat*—$6.50, $9.50, $13.75, $17.75. *Reversible Leatherettes*—$8.25, $10.75, $13.75. *Oilskins*—$11.50, $14.75, $17.75. *Rubberized silks*—$17.75, $22.50, $33.75. *Semi-sport*—$22.50, $45.00, $85.00 (up to $140). *Dress coat* (*a*) *untrimmed*—$27.50, $50.00, $95.00. (*b*) *Trimmed*—$33.75, $75.00, $140.00. *Raccoon coat*—$225.00, $350.00, $425.00. Would suggest French Lapin for coming season at $190.00 to $250.00. Also following furs in addition to Raccoon. *Pony* $175.00, $260.00. *Kidskin*—$160.00 to $325.00.

Ensembles—(*a*) *Wool semi-tailored coat and dress of silk or wool*—$17.50, $24.75, $38.50. (*b*) *Velvet ensemble*—$22.75, $35.00, $45.75. (*c*) *Strictly tailored*—$19.50, $28.00, $35.00. *Blouse for tailored suits*—$4.50, $8.50, $12.50.

Shoes—*Flat-heeled oxfords*—$4.50, $7.50, $10.50. *Medium-heeled walking shoes*—$6.50, $9.50, $12.50. *Semi-dress shoes*—$7.50, $10.50, $13.50. *Evening slippers*—$8.50, $10.50, 16.50.

Hosiery—*Sheer*—$1.40, $2.25, $3.50. *Service*—$1.25, $2.00, $3.25. *Sport*—$1.40, $2.35, $3.25.

Gloves—*Stitched fabric*—$1.35, $2.75. *Plain fabric*—$1.00, $2.25. *Capeskin*—pull-ons, $2.20, $2.75, $3.50; stitched, $3.75.

Purses—$4.75, $7.50, $10.00.

Dress Bags—$4.75, $8.50, $13.75. (Antique brocaded—very good; suitable afternoon and evening wear.)

Sweaters—$4.75, $8.75, $13.25.

Skirts—$6.50, $9.75, $13.50.

Sleeveless Dresses for Tennis—$4.75, $7.50, $13.50.

Leather Jackets—$17.50, $22.50, $27.50.

Berets—*Silks*—85c, $1.50. *Felts*—$1.85, $2.50. *Knitted*—$4.50, $8.50, $13.75.

Whipcord Breeches—$5.25, $7.50.

Jersey and Light Wool Dresses—$13.50, $17.75, $25.00.

Afternoon Dresses—$13.75, $19.75, $32.50.

Dark Silk Dresses—$13.50, $18.50, $25.00.

Evening Frocks—$22.50, $35.00, $50.00.

Hats—*Felts*—$4.50, $8.50, $12.75. *Turbans, Velvet*—$8.50, $10.50, $14.50. *Straws*—$5.00, $10.50, $18.00.

Negligees—*Mandarin coats*—$17.75, $22.50, $32.75. *Negligees*—$9.75, $13.75, $17.75, $25.00, $37.50. *Coolie coats*—$2.75, $5.00, $10.75. *Bathrobe or quilted robe*—$6.75, $11.00, $18.50. *Soft-soled bedroom slippers*—$1.75, $2.50, $4.50.

Lingerie—Glove Silk—*Bloomers*—$2.70, $4.50, $7.00. *Vests*—$1.75, $3.50, $4.75. *Brassières*—$1.25, $2.75, $5.00. *Dress slips*—$2.75, $4.75, $8.50.

Lingerie—Rayon—*Bloomers*—$1.40 and $1.75. *Dress Slips*—$1.65 and $2.75. *Vests*—$1.00, $1.25 and $1.50. *Gowns*—$1.75, $2.75 and $4.75.

Pajamas—*Gingham*—$1.00, $2.50, $3.75. *Pongee*—2.50, $3.75, $5.00. *Rayon*—$2.75, $5.50 and $8.00.

Fur-lined coats will be emphasized for wardrobes during next season at prices ranging from $54.75 to $95.00.

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What It Is

It is called Ovaltine; a food-drink that is utterly different in formula, taste and effect from any other known. A scientific food-concentrate not remotely to be confused with "chocolate" and "malt" drinks common in this country.

Developed 37 years ago by a famous Swiss Scientist, it contains, in highly concentrated form, EVERY SINGLE, VITAL FOOD ELEMENT necessary to life. And due to an exclusive process, employed by no other food-drink known to science, Ovaltine in its finished state, retains all of these life-building Vital Food Elements, in a form which the child's system can easily absorb.

How It Acts

Some of those elements in Ovaltine such as iron, lime and phosphorus build bone and muscle. And thus create new strength. Others build firm flesh and thus constantly increase weight. Others develop nerve poise and as weight increases, nervousness quickly decreases.

Others foster richer blood and thus combat conditions of anemia. Important vitamins are supplied also to meet the body's needs. That is why results are so astonishing.

Digests Starches

Then, too, Ovaltine has high diastatic power. And diastatic power means the power of digesting the undigested starches from other foods eaten.

Thus, this scientific creation not only furnishes tremendous food energy in itself, but greatly increases the effectiveness of all starch foods your child eats, such as oatmeal, bread, potatoes, etc., which comprise OVER HALF the normal child's daily diet. Consider what this means.

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During the Great War, it was a standard ration prescribed by the Red Cross as a restorative food for the invalid soldiers of all nations. Now to America, over 20,000 doctors now advise it. It is utterly different from any food-drink ever in your home. Its use has spread over some 54 different countries.

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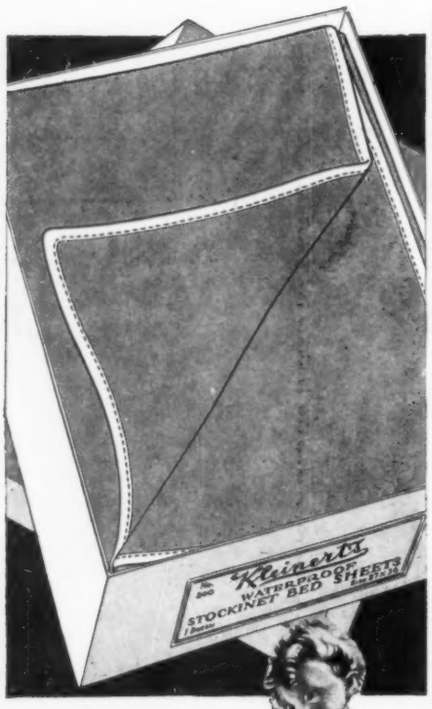

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Kleinert's

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Fit Your Child for Living

(*Continued from page* 18)

He must learn that crying for the moon neither produces the moon in his hands nor any other satisfactory substitute. He must learn to recognize the restrictions which are placed upon his activities for his own safety, for the comforts of others and because of the esthetic and moral demands of the social group in which he lives, and he must learn to see that these demands are just. He must learn to meet people, his own group and his elders, and he must learn to judge his own ability in these groups, neither over- nor underestimating himself.

These very important lessons in living must be learned in early childhood, largely before the child has any important contacts outside of the home and before he has any experience with formal "schooling." This means that the major part of learning to live occurs at home and that the persons who have to care for the child in the home are the teachers. Such an idea places the mother, nurse, father, brother, sister, servant, or street companions in a very important position. And yet the most important training which the child receives during his entire life is often in the hands of totally untrained, inexperienced persons. Then, after habits of living have been developed, after the child has learned to meet the world in some inefficient way, he is placed in the hands of highly skilled educators who decorate and equip, in the most approved fashion, the house which is built on a shaky foundation and which may collapse in spite of its fine furniture. To illustrate:

A BOY named John Quinby, when about nineteen years old, was discharged from his first job because of insubordination. What his employers said about him was that he would not take orders, that he could not be corrected, that he was sullen when told to do things, and that he "talked back" to his employer. After he lost his first job he lost several more, one after the other, for very much the same reason. He was very likely to tell the boss "Take your old job" and then walk out. He "wasn't going to let anyone walk over him." They "couldn't treat him like a dog." The sad part of this story is that John was a good worker when he worked. He had been fairly trained in school and he had plenty of sense, but he had never learned to live. John will be classed as a failure unless he learns, after bitter experience, that he must adjust himself to other people, that he must give as well as take, and that people are not "walking over him" because they tell him how they expect him to do the work for which they are paying him. If we study John's early history, we find that he is simply practicing on his jobs lessons which he learned at home. Orders at home were always fought out. Authority was arbitrary, depending chiefly on the whim of the person who gave the commands and in addition to being arbitrary was uncertain. Sometimes an order was an order, which must be carried out, and sometimes if John made enough fuss, growled or sulked or stormed enough, the order was not enforced. Because the orders were arbitrary, because they were never explained to him and because they always seemed to be aimed directly at interfering with his pleasure, John developed a constant attitude of revolt. Because the authority was uncertain, because revolt was sometimes successful, John was gradually taught that revolt paid. When you told John to do something he felt that he was being attacked and he fought back. He had been taught to live in a way which the world in general would not countenance and it will take a long post-graduate course in living to teach him simple things which he should have understood before he went to school.

MARY FAISSEN was another person who had never learned to live. She had been an interesting little girl, the youngest of three sisters, and several years younger than the next older sister. These sisters, even when they were quite young, had had the care of this "Doll-baby" younger sister and they had cared for her and played with her and petted her. Whenever she was sick they made a great fuss over her. They bought her things and read to her and did everything for her. It was almost fun for Mary to be sick and it certainly was much more fun than going to school when there were examinations or when the teacher was going to be cross because home work was not done. Mary gradually learned to enjoy poor health whenever there was anything difficult to do. Her adoring sisters had taught her the personal advantage of getting sick whenever she got into a "tight" place and Mary unconsciously practiced the lesson that two and two make four. She learned many things but she was a failure, measured by a practical standard, because she had never learned to live. If Mary marries, she will handicap her husband and, if she has children, she will be unable to teach them to live properly because she has never learned the lesson herself.

These two examples show in general the essentials which are included in learning to live—essentials which can be stated with fair clearness. Living demands that the child shall learn to meet new situations and do something about them, run toward them or away from them, accept them or reject them, fear them or conquer them, ignore them or try to understand and get the best out of them. Most of the problems which a small child meets are new to him. It is the mother's task to watch these problems, as they arise, to see how the child attempts to meet them, and, out of her greater experience, carefully to guide the child into efficient habits of behavior. There are two great dangers here. One is neglectful inconsistency and the other is over-solicitude. In regard to the first difficulty, it must be remembered that to teach living is a serious undertaking

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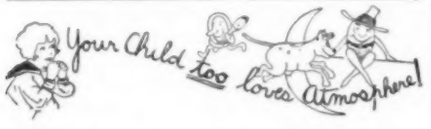

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which requires planning and which goes on every day without summer vacations or Christmas holidays. Each situation must be met as it arises and dealt with not as an unrelated problem but in respect to its bearing on those lessons in independence, judgment, ideals and conformity to social standards which the child must learn. The dangers of over-solicitude increase as the parents become conscious of the teaching problem. It can be overcome only by realizing that the child learns only by doing. The teacher who does all the lessons for a child teaches the child very little and the parent who lives the child's life for the child teaches him very little about living.

Learning to live is important and should not be left in the hands of people who have not themselves learned how to live. This does not mean that occasional simple supervision of a child may never be left in the hands of an unskilled person, it does not mean that an older brother or sister or the cook should never "mind the baby." What it means is that parents should realize that they must teach their children to live, and not leave their living, the ways in which they meet the problems of life, to chance. It means that parents should study the way in which their children meet difficulties, should estimate the effectiveness of the child's methods, and should gently guide the child into ways which their fuller experience teaches them are more satisfactory. This does not mean doing away with all punishment, it does not mean absolute freedom for the child, it does not mean harsh discipline and constant interference. It means observation and thought and planning and study of the same grade which would be put into planning a diet or carrying out a scientific experiment or solving a business tangle. The best assurance of satisfactory education for a girl or boy is time and thought put on teaching him to live.

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They've read me tales of Robin Hood
  And lion-hearted knights,
And men that did a heap o' good
  By getting in big fights;
But if I scrap the neighbors' kids
  To show I'm bold and brave,
Most always Father calls me off,
  And tells me to "Behave!"

Washington and General Grant
  Saved lots of goods and chattels
By shouldering the family gun
  And marching off to battles.
Since I've been born there's been no luck—
  I've never seen a war,
And slings and water-guns and things
  Just make the neighbors sore.

I know just all about the boy
  That saved the breaking dike,
The guy that flagged the through-express,
  And noble fireman Mike.
But I'm discouraged! Practiced lots
  With rope and flag and knife,
And here I'm almost eight years old—
  And never saved a life!

—*Stella Fisher Burgess.*

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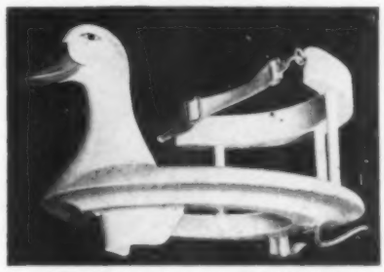

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Coaching the Children

By Louise Connolly

WHICH shall we do, help the children with their school work or insist on their doing it alone? Mary should stand more firmly on her own feet, perhaps, do her own school work, acquire the power of learning from books and of telling or writing what she has learned without mother's help. But Bob, being of a different temperament, needs to feel the warm sympathy of his parents in his struggles, should find them able to understand school methods, and should enjoy comradeship with them in his home study.

As they read this, all the fathers and mothers who already help their children so much that the sitting-room has become a private classroom and adult social life an impossibility in the evening—all these will say, "That's right. We ought to help our children more." And all the shiftless, irresponsible folk, who already throw parental responsibility on the schools from nine to three, and on the Y. M. C. A. from four to six, and on the movies from seven to nine, will say, "Of course. We mustn't interfere with the teachers. Children should be happy and carefree at home, and do their lessons without interference."

But the subject of helping the children with their lessons should not be taken lightly. It requires careful thought to determine when a child needs help and when help should be denied him. Our help should be in the nature of a guiding light rather than a crutch.

Do you encourage your children to lean too heavily on you?

"Ma-a-mma! Where's the Seen River? S-E-I-N-E. Isn't that Seen? I can't find it. You're not going out, are you? I've got a composition to write."

"Perhaps I'd better not go out with you tonight," says Mother to Dad.

"All right," says Dad. "I'll run around to the club for a game."

Maybe you are holding a dependent son, but you are losing the companionship of your husband. And what will you do when your son begins Greek, which you never studied?

Jane went to her father, one evening, pencil and paper in hand, and remarked, "The subject of my essay is 'Character.'"

She sat still and he ruminated. And then he said, "Traits of character seem to run in families, like features. But there are odd sheep, too. You know historic instances of great families. Just knowing and admiring a good person—what effect has that on character? A single book, or story sometimes influences a person for life. I suppose family pride enters into the make-up of character. You might look up 'character' and 'reputation' in the dictionary."

"Thank you," said Jane; "Now I can write it." And it was not long before she knew how to handle such assignments without help. She had caught on to a method, for she had had just the right amount of help.

How to Get Obedience

(*Continued from page 17*)

system to the point of action or obedience. The mother who realizes this fact has made an important step toward securing a measure of control over the behavior of her children.

Threats and warnings are in general more effective than simple verbal directions, but the effects of this kind of instruction do not last long. For a while Mary Alice practices her music lesson when told that she can't go for a ride until the practicing is done. Similarly, Billy stops wearing his roller-skates into the house when Mother threatens that Daddy will punish him if he doesn't. But the effectiveness of the threats soon wears out. Mary Alice, for example, has, on several occasions, gone for a ride even though her practicing was not done and even though Mother has threatened her. On a few occasions, at least, Billy's naughtiness has gone unpunished by Daddy. As a result Mary Alice and Billy take threats lightly.

THE explanation of the transient effects of threats is clearly implied in the foregoing examples. When children do not recognize clearly the probability of actual punishment, they do not control their behavior in any marked degree as a result of a threat. Threats are effective in controlling the behavior of children only when the parent is willing to put words into action—and that immediately.

Thoughtful parents will, of course, hesitate before attempting to control their children by threats or by punishment. The very fact that parents are frequently guilty, in a moment of exasperation, of making a threat which they are later unwilling to carry out, is proof enough that their best judgment is against frightening their children or using force to gain obedience. While such a technique may secure obedience from a young child—though frequently causing bad after-effects—it is worthless when the child becomes older. Then the parents who have made threats or slaps and spankings their reliance find themselves helpless at just the time when they most wish to influence the conduct of their boy or girl. The adolescent is skeptical of threats, and few parents would be so foolhardy as to attempt corporal punishment of a boy or girl in the teens. The far-sighted, understanding parent will realize that only the obedience which is based on understanding will stand the test of time and prove ultimately successful.

This brings us to the fact that the experiments described pointed clearly to the conclusion that *the most successful way of securing obedience from children is to accompany one's instructions by adequate reasons for the desired action.* For instance, you stand the best chance of having Shirley obey your request, "Shirley, when you cross the street, stop at the curb and look first to your left," if you add to it by way of explanation "because cars coming from the left would be on your side of the street." Or in the case of Billy, add to your request, "Billy, put your wagon in the basement," the explanation "because it may rain tonight and the rain will cause your wagon to rust and run poorly." Simple verbal directions in which children are told how to behave or how not to behave assume an altogether different character when accompanied by such carefully formulated explanations. The instruction is in most cases sufficiently impressive to attract attention at once, and action follows. Parents should realize this fact and give their children reasons for following directions. And what parent would not prefer to guide his children by reasons rather than by threats?

Fathers and mothers should remember, however, that the child will not accept any and every reason. Parents should study their children and formulate reasons and explanations with care. They should realize that the child's experiences are limited and that he cannot go beyond his fund of experiences in interpreting explanations. A reason or an explanation is effective in shaping behavior only to the extent that it is understood and accepted. In other words, parents, know your child and adapt your explanations to his understanding.

"BUT," says a mother, "Jim argues so when I try to give him reasons. I don't want to encourage him in this arguing. I think children ought to obey a parent's request at once with no back talk."

From many a parent's point of view this would be the perfect state of affairs, just as it is from the standpoint of a general in the Prussian Army. But from the point of view of thoughtful parents interested in training children to grow up into well-adjusted, successful adults such an attitude is harmful. This does not mean that they wish to encourage their sons to be as argumentative as Jim—though doubtless they will be willing to listen to their children's side of any given question when the case warrants discussion and the circumstances permit. But they will realize that instructions control the behavior of children only when the explanations are understood and accepted. Jim probably argues because he does not understand or because he is unconvinced. Many explanations are understood by children but not accepted. This may be due to the fact that the parent is attempting to over-control and oversupervise his child's activity—even his play. Too much supervision on the part of parents inevitably leads to rebellion on the part of children. They develop the habit of "talking back" or of disregarding the parent's suggestions and requests. This state of affairs is best avoided if mothers and fathers will reduce their instructions to a minimum, insisting only on obedience when it is unquestionably essential to the child's welfare. By the fairness of their direct requests, it is possible to impress their

(*Turn to next page*)

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When they came to an island at last there wasn't a thing for Mrs. Cow to eat but a vine climbing up one lone tree, and nothing at all for Mary but some of Mrs. Cow's milk which Mary was sure she wouldn't like to drink.

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How to Get Obedience

(*Continued from page* 65)

children with the fact that when a command is given the situation calls for immediate obedience. At other times they will teach their children to exercise their own judgment whenever feasible.

Whenever tests such as I have described are made of children, the results indicate that due allowance for individual variation must always be made. No two children are exactly alike. Parents must realize this. Intelligent instruction of children demands intelligent observation. But in the main this recent study at Chicago University would seem to point out that parents will be most successful in securing obedience or co-operation from their children if they do not issue commands, do not attempt to build up a discipline based on fear, threat and physical punishment, but treat their children as they themselves like to be treated—as reasonable human beings.

Everyday Problems

(*Continued from page* 32)

The boys soon became fascinated with the idea. They would run to punch the striking-bag of their own accord, whenever they had an argument—and many "fights" were thus averted. Besides "clearing the atmosphere," this healthful exercise has proved excellent for the development of little chests, lungs, and arms.—*Mrs. R. C. M., Washington.*

MY CHILDREN WERE DEVELOPING HABITS OF DISORDERLINESS. As there are ten children in our family it is quite impossible for one person to keep their clothing and possessions in order, even if it were desirable to do so. Some method had to be devised to teach them to care for their own things.

HOW IT WAS HANDLED: The following plan has worked very successfully, over a period of two years. First, the children were paired off, each of the older children having one of the younger ones for a team mate. Then a notebook was hung in the hall where it was easily accessible to all the children. Each morning I inspected all the bedrooms and recorded the findings in the notebook. They were marked as "satisfactory," "good," "fair," and "poor," and if the mark was not "satisfactory," the unsatisfactory items were noted underneath. Clothes presses, bureau drawers and beds were included in the inspection. Two "goods," or three "fairs" were accepted as equal to one "satisfactory," and at the end of each month a prize was given to the team having the greatest number of "satisfactories." Prizes are usually furnishings or decorations for the bedrooms, but in any case they are things which are desired and appreciated by both members of the winning team. At the end of the first month, I asked the children if they wished to continue the plan, and the response was a unanimous and enthusiastic "yes." Now, after two years, the device is still in operation, and neatness has become a habit.—*Mrs. A. B. W., Massachusetts.*

Books for Boys and Girls

By Alice Dalgliesh

Teacher of Story Telling for Children, Teachers College, Columbia University

AMONG the books for younger children this month the following are especially pleasing:

Spin, Top, Spin. Various verses illustrated by Elsa Eisgruber. *Macmillan.* $3.00.

A German picture book with exquisite illustrations in delicate colors and verses which deal with little children's experiences and plays. The verses are short and simple. (Age 4-6.)

I Go A-Traveling, by James Tippett. *Harpers.* 75c.

Little verses and pictures about traveling in New York by the author of the popular "I Live in a City." (Age 4-7.)

Peregrin and the Goldfish, by Tom Seidman Freud. English text by Alice Dalgliesh. *Macmillan.* $2.00.

Another German picture-story book with gay childlike pictures that are distinctly "different." The story tells of Peregrin's dream adventures with his pet goldfish. He visits a land inhabited entirely by children who work for the joy of working and are happy all day long. (Age 5-7.)

The Wonder City, by Lois Lenski. *Coward, McCann.* $2.00.

A picture book which introduces children (in humorous fashion) to the sights of New York as seen through the eyes of small Jane and Jimmy. Probably more interesting to New York children than to those who do not know the city and who need a more serious introduction to it.

The Runaway Sardine, told and illustrated by Emma Brock. *Knopf.* $2.00.

The scene of this amusing picture-story is laid in Brittany. Zachane, an enterprising sardine who lives in a tub of water, tries to find his way back to the sea. After many hairbreadth escapes he decides that the tub is the safest place after all. Entertaining and unusual illustrations, but they are not particularly childlike. (Age 4-7.)

Miki, told and illustrated by Maud and Miska Petersham. *Doubleday, Doran.* $2.00.

Anyone who tells stories to little children knows how they love the Petersham's pictures. This new book is a charming one, made by the artists for their own little boy, Miki. The story tells of Miki's visit to Hungary and his interesting experiences there. Miska Petersham knows all about Hungary, for he lived there when he was a boy. (Age 5-8.)

Sally Gabble and the Fairies, by Miriam Clark Potter. *Macmillan.* $1.

One of the nicest, quaintest little fairy tales you could possibly imagine. Miss Sally, a little old lady who lived in a wee brown cottage, caught a fairy in a trap! She called the little creature "Mary Jane Fairy," and when Miss Sally went to a picnic Mary Jane Fairy sat on her bonnet—just like a bow of ribbon. Delightful illustrations, full of humor. Any child who likes fairies will love this book. (Age 5-7.)

For Older Boys and Girls

An illustration from "Made in America," by Susan Smith. Published by Alfred A. Knopf

The Kingdom and the Power and the Glory, published by *Knopf.* $2.50.

Stories from the Old Testament, King James version, selected and decorated by James Daugherty.

Hero tales from the Old Testament in quite a new and dignified form with a title that should inspire girls and boys to read them. (Age 10-14.)

The Story of the Theatre, by Louise Burleigh. *Harpers.* $1.25.

The Story of Water Supply, by Hope Holway. *Harpers.* $1.25.

Two new titles in the City and Country series. Informational and readable. (Age 10-14.)

Chestnut Court, by Mabel L. Tyrell. *Harpers.* $2.00.

A good mystery story for girls, the scene of which is laid in Paris. Attractive in format, with many drawings.

Made in America, by Susan Smith. *Knopf.* $2.00.

Families will enjoy reading this unusual book, which tells the story of American handicrafts in the most fascinating and readable way. The author has had much experience in interior decorating and knows exactly why certain periods produced certain types of furniture, glassware and so forth. There is a great deal of history woven into the book, and it is refreshingly humorous without being flippant. The illustrations are numerous and delightful and the book is worth owning. (Age 10 and over.)

The Story of Mr. Punch
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What Parents Should Know About Infantile Paralysis

(*Continued from page 27*)

origin of the disease. But as a matter of fact, no mode of spread can be traced as the disease usually occurs. However, in three epidemics of a very unusual sort the mode of spread has actually been demonstrated. These epidemics were what is known as "explosive," that is, a number of cases occurred at the same time in the same place. It is only natural to suppose that such outbreaks are due to some common source of infection and in these outbreaks it was found that all the cases had used raw milk coming from dairies where a previous case had occurred. In one of these dairies a sixteen-year-old boy who milked the cows continued milking for three days after his illness began.

WHILE it is certain that transmission of infantile paralysis through milk is not the common mode of spread, the importance of this discovery is great, since it proves beyond doubt that the virus can be transmitted in some simple way from man to man and eliminates from consideration many of the theories which have previously been held. It is evident that the prevention of milk-borne epidemics is possible by pasteurization but it must be said that these are so rare that pasteurization would prevent only the smallest fraction of cases.

As has already been said, it is not possible to trace *any* mode of spread in the more common types of epidemics by observation of cases as they arise, but strong inferential evidence may be gained by comparison of some of the general features of the disease with the same features of some of the more common diseases which are better understood.

The fact that infantile paralysis has exactly the same age distribution features as have measles and diphtheria, for instance, gives strong evidence that this virus also spreads directly from person to person and it may be startling to know that in all probability most of us come into contact with the virus, but fortunately the vast majority become immune to it without developing symptoms of the disease.

Under such circumstances attempts to prevent the virus from spreading will be disappointing, at least as long as the human race lives as closely together as it does. It would rather appear that the most hopeful method of prevention may lie not so much in an attempt to check the spread of the virus itself as in a search for the explanation and remedy for the increased susceptibility to the disease.

But while awaiting the results of such researches the seriousness of the disease impels us to put every possible obstacle in the path of the virus. The obvious thing to do is to prevent the spread of the virus from all those known to harbor it. There is evidence that the infectious period may be upwards of two weeks, so that it seems best to keep all cases isolated, not because of any great likelihood of the disease occurring in those who are immediately associated with the case, but because they—becoming for a time healthy carriers—may transmit the virus to an even larger number of persons amongst whom may be susceptible persons. In times of epidemics it seems wise to reduce, insofar as possible, contact between children and the public in general since there is as yet no way of knowing who may be carriers of the virus.

Even when the disease develops we are not entirely without hope. The fact that one attack of the disease confers a lasting immunity led to the discovery that the blood serum of such persons possesses the power of destroying the virus which causes the disease. This, in turn, led to the use of convalescent serum in the treatment of the disease. Although it has been used more or less for several years, its efficacy has remained in doubt, partly due to the fact that many of the cases treated were already advanced to a point where no benefit could be expected. Since a part of the paralysis is due to the destruction of nerve cells in the spinal cord, it can only be expected that the serum treatment could be of benefit if given in the earliest stages of the disease. During the 1927 epidemic in Massachusetts over one hundred cases were treated with serum in the first three days of the disease, before the appearance of paralysis, the diagnosis having been made by examination of fluid taken from the spinal canal. The results of this serum treatment experiment are very gratifying—the average paralysis in the treated cases being far less than in untreated cases, not to mention a great reduction in the mortality.

AT present the only feasible method of making the serum available for early cases is an arrangement whereby the serum is collected and kept on hand by some central medical organization which can send experts at the request of a physician to see the cases and administer the serum. The New York Academy of Medicine last year undertook to supply such a service, and a similar arrangement is on the way in Chicago. Parents, women's organizations and civic bodies would do well to stimulate interest in seeing that other large cities throughout the country provide a similar service.

The present indications are that the serum is really effective only if given before the paralysis appears. It was once thought that the paralysis occurred without any warning, it being frequently said that a child "went to bed perfectly well and woke up in the morning paralyzed," but closer study has shown us that the paralysis is

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practically always preceded by a definite train of symptoms, and, since the recognition of the disease in its "preparalytic" stage is so important, I should like to go into detail about these early manifestations of the disease. While I do not wish to paint a picture that will cause parents to be unduly alarmed every time a child develops a fever, I do believe that everyone should be sufficiently aware of the signs of the disease so that if a child develops some of the symptoms suggestive of it they will not be passed over lightly as due to an ordinary digestive upset. I should like to emphasize as well that I have no thought of enabling the mother, with the little information I can give, to make a diagnosis of the disease—I only hope that what I shall say may enable her to suspect the disease when it occurs. For after all, a mother is always pretty much of a doctor to her children. She makes an examination to determine whether the child is sick enough to call the doctor. Formerly she felt the child's skin to get an idea of the amount of fever but now she uses a thermometer and I see no reason why she should not further improve her diagnostic skill.

THE onset of the disease is usually quite abrupt, with fever, headache, and a gastro-intestinal disturbance which usually consists of vomiting and constipation; drowsiness and a desire to be let alone are also noted. While these symptoms are fairly constant they are not at all unlike those seen in many of the ordinary upsets of childhood. As a rule the child seems more prostrated, as we say, than one would expect with the fever, which is usually not over 102. The face is flushed, the expression is anxious and there is frequently a pallor about the nose and mouth to account for the child's condition. The pulse is as a rule unusually rapid. There are often tremors or twitchings of muscles, an uncertainty in movement of the arms or legs. The most suggestive sign is a stiffness of the spinal column. The impression one gets is that the child is attempting to hold the spine erect as if it were painful to bend it; the head may be tilted forward on the neck but it will be noticed that the neck is held rigidly. This stiffness of the spine is perhaps best seen by having the patient sit up in bed and try to bend the head down onto the knees. The average child has no difficulty in doing this but if these patients bend forward at all it is from the hips with the spine held quite rigidly. Many of them cannot assume a comfortable sitting position without propping themselves up with their arms. The stiffness of the spine and neck is the most suggestive sign of the disease and where it is present the final step in the diagnosis should be taken, and this is a microscopic examination of the fluid from the spinal canal. I should like to emphasize that by no means is every stiff neck an indication of infantile paralysis but I feel that if the mother finds such a symptom she should suspect the disease and have the child carefully examined by a doctor.

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Books for Parents

What Is Wrong With Marriage, by Dr. G. V. Hamilton and Kenneth MacGowan. *Albert & Charles Boni.* $3.00.

"What Is Wrong With Marriage" might more properly have been termed, What Is Wrong With Some Marriages. The authors have sought to secure definite information concerning the intimate affairs of married life in order to set forth scientific facts based upon actual experiences as told by married people.

There are one or two difficulties, however, which challenge the usefulness of the book from the standpoint of specific advice concerning married life. The authors are not unaware of the weakness of their own volume, because on page 8 they frankly admit that their research does not reflect the general state of the matrimonial world. The degree to which the social group of one hundred men and one hundred women studied by Hamilton and MacGowan deviated from the norm of the community is indicated by the fact that 51 per cent of the 200 persons studied by careful personal inquiry were college graduates. Of the 100 men 22 were in business, 26 in the arts, 32 in the professions and 11 in engineering. And of these men 64 per cent of the business men had incomes above $5000; as had 50 per cent of those in literature and arts, 58 per cent of the professionals and 27 per cent of the engineering group. Of the women 45 had personal occupations outside of the home, 5 were in business, 13 were professionals, 20 were engaged in arts. Thirty-eight of the 45 women had incomes above $5000. Thus, on the basis of education, economics and social studies, the group studied were far from a normal or average group.

It is interesting likewise that only 53 of the women were married to men in the actual research. Among the men 5 were separated from their wives, 9 were divorced, and among the women 15 were separated from their husbands and 3 were divorced.

It is possibly significant that 51 of the 100 men and 45 of the 100 women turned out to be married to reasonably satisfactory mates.

Among the facts disclosed was that there were more happily married men than women, as 51 men had achieved happy marriages as against 45 women. Marriages late in life proved happier than earlier marriages. Men married to women who were 1 to 3 years older proved the happiest; women married to husbands of equal age showed twice as large a proportion of happy marriages as those married to men 1 to 5 years older. The men and women who never attended college were more happily married than the college graduates. Men grew dissatisfied with marriages earlier than women. Women found more cause of dissatisfactions in their marriages than did the men.

The question of conclusions is perhaps secondary as primarily the applicability of the data to the community must be demonstrated before the conclusions are valuable for general application. Valuable and significant, however, are the general statements that call for physical and mental examinations prior to marriage, the necessity for securing a license permitting parenthood, the necessity of giving birth control information and the development of proper technic and regulations for divorce.

The reviewer is not overcome with the pessimism which the authors indicate in the concluding chapters of their interesting and readable book. Possibly the reason for this difference in attitude lies in the fact that the authors have discussed what is wrong with marriage, while the reviewer has recognized that their valuable study indicates only what is wrong with some marriages.—*Reviewed by Ira S. Wile, M.D., Psychiatrist, Mount Sinai Hospital.*

A Laboratory Handbook for Dietetics, by Mary Swartz Rose. *Macmillan.* $2.10.

A welcome revision of this excellent handbook, published in 1912 and first revised in 1921. The most important of the changes in the present edition are intended to make more available a quantitative knowledge of food values as seen in the light of the newer theories of minerals and vitamins. The wide use of this book over a period of time is a testimony not only to the expert knowledge of its author but also to the practical formulation of the book's content.

Play Day—The Spirit of Sport, by Ethel Perrin and Grace Turner. *Published, in co-operation with the Women's Division, National Amateur Athletic Federation, by the American Child Health Association, 370 Seventh Avenue, New York City.*

A pamphlet devoted to the value of play and play days in schools which encourage wholesome exercise, co-operative sport and pleasure in united activity.

The Edge of the Nest, by Philip Stevenson. *Coward, McCann.* $2.50.

From this book emerge three flesh-and-blood children. First Muggsy, on his way to the house in the country and Mamma, then Muggsy playing in winter

(*Turn to page 72*)

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255 Fourth Avenue, New York

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The Editors

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Books for Parents

(Continued from page 70)

in Washington Square in love with Sylvia of the flying curls and desperately jealous of a rival. Next comes Tony and the gang and his loyalty to them even while he knows that they are undesirables to the rest of his family. He and the gang have strange boyish codes of honor, boyish curiosities about sex and birth and there is the dramatic incident in which a bully changes from a hero to a coward for Tony before he is whisked away to boarding school. Last of the three, Milly, trips through the pages suffering all the pangs and passions and confusions of adolescence.

There is no continuous story here, certainly no plot. The author writes "I have wanted the reader while being entirely identified with the child character still to exercise his greater understanding of the process going on beneath the surface of the child's consciousness." And he has succeeded to a remarkable extent, partly by using the very language of children. Parents are frequently urged to put themselves in the place of their children, to see things through their children's eyes. Usually, that is all but impossible. But in this book Philip Stevenson has accomplished that identification.

Outlines of the Psychology of Religion, by Horatio W. Dresser. *T. Y. Crowell.* $3.00.

The purpose of this book is to bring into perspective the main contributions that have been made to the psychological study of religion. The author is a philosopher and maintains, on the whole, the philosopher's cool detachment from his subject matter. Under a topical organization of material he reviews what psychologists have said about worship, faith, belief in God, conversion, mysticism, personality, the subconscious, symbols, revelation, intuition, rationalism, and a large number of other interests. The most recent discussions are included and the book would have considerable bibliographical value even apart from Dr. Dresser's common-sense and often acute evaluations, which enable the reader to cover almost the entire field of the psychology of religion with the aid of a wise and cautious guide.

The encyclopedic character of the book combined with its brevity leave the impression of superficiality at many points. It is not itself a psychology of religion nor such an outline as one would find in a book by one whose primary interest is psychology. It is perhaps for this reason a safer book for the average reader, for if injustice is done to any psychological position there is a comprehensiveness of treatment which may compensate for this limitation.

For those who are looking for a compact review of the psychological study of religion from every angle and who would enjoy the illuminating comments of a learned spectator of the battles which the psychologists are waging over religion, the book is without parallel. —*Reviewed by Hugh Hartshorne, Teachers College, Columbia University.*

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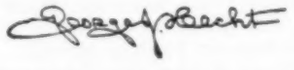

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9-E

What Spells Homemaking to You?

(*Continued from page* 31)

when the education of the children must be an outstanding objective, requiring time, effort and money.

It is not enough that the objective in homemaking be known to the grown-ups of the family alone; let it be shared by the children that it may color their choices and decisions, and if the family objectives should ever become a burden it is time to restate them.

Having decided on the objectives the next step in the wise apportionment of time is to determine the standard of living that you intend to maintain in your home. And here you must use not only discretion but a fine sense of proportion, common sense and self-control. Too many of us are guilty of trying to live up to the Joneses.

Each family is made up of a group of individuals with tastes and interests totally different from those of the individuals in other families. Therefore why should any two families maintain the same type of household or carry on the type of family living except as we must all conform to certain community standards? Let us be honest with ourselves and with a pencil and paper jot down the kind of living that will make our family the happiest commensurate with our income, time and strength. What do you want your home to be? A show place maintained for the benefit of the neighbors, swept and dusted and shining to the eye, or a comfortable, livable place? Are there places for rest? Does each member of the family have privacy? Is there a place for creative work or recreation? Can Mary cook if she feels like it, or Jack make a boat or vice versa?

AMONG the essentials will be clean, wholesome food, adequate equipment for the work to be done, plenty of water and clean clothes and clean linen, an orderly atmosphere in which to live and work and play, and ample rest and recreation and gracious living.

With your objectives and your standard established you are now ready to consider the actual construction of a time schedule or work plan. In any family there are certain guide-posts that mark the outline of the schedule, the hours for the feeding of the baby, the time the children must get to school, the meals for the children, the time father leaves for work, the hour that mother must have for rest. Dusting the living room or cleaning the silver may be a non-essential that can be omitted occasionally. It won't hurt the family to sit for an evening in an undusted room, but it may be essential to their health to clean the refrigerator, and the homemaker must make a wise choice when she begins to eliminate certain jobs from her schedule.

In all of our planning it is well to remember that the goal of our homemaking should be human happiness and comfort. Our schedules, our standards must tend toward that end if our family life is to be successful.

Family Fun

Things for Parents and Children to Do Together

AS THE EVENINGS GROW LONGER, MUSIC COMES INTO ITS OWN as a recreation for all the family. Few activities can create a closer bond among those who participate. Music is one of the most effective aids to the home in the competition it must wage with outside places of amusement. And an appreciation of good music gained in early years remains with the children through life.

Several years ago an Iowa family decided that they would all start together to learn to play musical instruments. The mother could play the piano a little, and began to practice again. The father took up the flute; the boy of ten, the clarinet; the twelve-year-old boy, the cornet; a girl of thirteen, the cello and a girl of fifteen, the violin. Now there is a family orchestra, which, if it couldn't qualify for professional appearance, nevertheless has lots of fun and genuine musical satisfaction in preparing for and giving home concerts weekly or oftener. The parents speak most enthusiastically of the effects of the orchestra upon the life of the family.

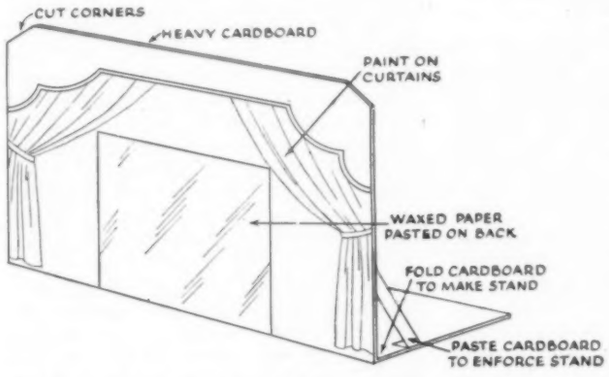

Diagram of a shadow theater that any child can make

Not many families can make their own music in this way. But the prevalence of radios, player pianos and phonographs means that few homes need to be without some means of producing music. Then there are singing and the simple musical instruments such as the ukulele and harmonica, which children learn easily.

TOY SYMPHONY—The toy symphony is one form of musical expression which can be developed in the home and which will afford much entertainment for the children. Most of the equipment for this may be bought as follows: two sticks with sleigh bells attached, 20c; three small bells 30c; one small tin-head drum, 25c; two kettle lids (cymbals) 20c; small xylophone, 25c; small warbler whistle, 10c.

At a blacksmith shop five bars of tool steel may be obtained which will take the place of triangles. The sizes are 24 inches, 20 inches, 16 inches, 12 inches and 8 inches. From the same source four 7-inch pieces of iron may be secured for hammers. The bars may be ⅜ or ½ inch round, square or octagon. The cost of this material is about $1.25.

At a music store two metal tambourines may be purchased at about 40c each. The steel bars may be replaced by additional bells of different tones. Some of these bells may be used as triangles by removing the clapper and striking them with a piece of metal. It is possible also to use two hard wood sticks which are struck together to produce a castanet effect.

Someone who plays the piano may lead the orchestra. The smallest children can learn the rhythm by first going through the familiar piece selected, humming it and clapping their hands on the beat. Then they may be given the bars and bells to strike or ring on that beat. The songs and instrumental pieces most familiar to all are used at first. After that, the following are suggested: "Humoresque" by Dvorak; "Spring Song" by Mendelssohn; "Minuet" by Paderewski; "Minuet" by Beethoven; "Beautiful Blue Danube" by Strauss; "Stars and Stripes Forever" by Sousa.

A SHADOW THEATER — Every week through the fall and winter, a family we know enjoys story-plays staged in a shadow theater which the children have built themselves. One child tells or reads a story, while another serves as showman and puts the shadow actors through their paces.

To make the theater, fold a piece of cardboard as shown in diagram and cut a four-by-five-inch opening in the center. Across the open space, paste wax paper or tissue paper, drawn very tight. Curtains drawn or painted on the cardboard above the wax paper make the theater look more real. Making the cutouts is fun for the children and for some mothers, too.

A lighted candle or flashlight placed behind the wax paper shows off the silhouettes, the cut-outs of the actors passing between the light and the wax paper.—*M. L. H., Dorchester, Mass.*

Tell us how your family has fun together. We will pay $1 for each contribution published. Address Managing Editor, THE PARENTS MAGAZINE, *255 Fourth Avenue, New York, N.Y.*

I heard my dolly scream!

"Ma-ma!" I knew she had hurt herself very badly. She had fallen from the bureau and when I picked her up I found her neck was broken—What to do!—LePage's, QUICK! Thousands of women, ever since they were little girls have used LePage's for *mending*. Now they use it also for *making* and *decorating* charming gifts of wood, leather, cloth and paper, following ideas in modern magazines, or in LePage's New Craft Book, for a copy of which send 10 cents to LePage's Craft League, 696 Essex Ave., Gloucester, Mass.

LE PAGE'S GLUE

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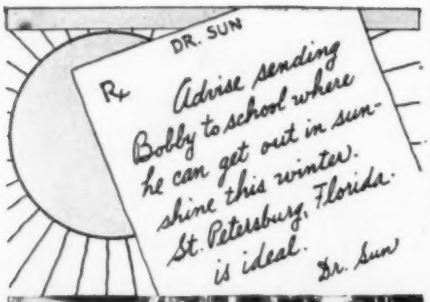
At home, at the theatre, while shopping or traveling, or if you find yourself in stuffy rooms or crowded places, the pungent fragrance of Crown Lavender Smelling Salts clears the brain, steadies the nerves, counteracts faintness and weariness. It is invigorating — a delight and comfort. Sold everywhere. Schieffelin & Co., 16-26 Cooper Sq., New York.

All advertisements conform to standards on page 73.


DR. SUN
Rx Advise sending Bobby to school where he can get out in sunshine this winter. St. Petersburg, Florida is ideal.
Dr. Sun

Your children can be protected from the winter HEALTH HAZARDS

HEALTH of your children, slowly built up in summer, soon will be assaulted by winter hazards of colds, coughs, "flu," snow and ice. *Sunshine is vital to children!* You've seen the bloom of rosy health fade when winter comes. Protect your children from the winter health hazards. Send them to school with sunshine as their daily playmate, at St. Petersburg where the sun shines 360 days a year and children enjoy outdoor play all winter.

Public schools from kindergarten through high school are open to your children without tuition. Junior College only $100 a year. Excellent private schools. *There's never been an epidemic in St. Petersburg, called by medical authority "The Healthiest Spot on Earth."* Schools open in September.

Solve the problem of your own winter comfort, too, while you aid the children along the path to sturdy health. Come early and you have a wide choice of apartments and homes for the winter, at rates to suit every taste and purse. Your winter coal bill will pay your transportation to St. Petersburg. Write for special school folder and city booklet.

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MAIL TODAY FOR FREE BOOKLETS

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Please send me a copy of your special school folder and city booklet.

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What Parent-Teacher Associations Can Do

THIS magazine stands ready to give all possible help and encouragement to that vast body of devoted workers — the members of parent-teacher organizations. To stimulate interest and to provide an exchange of ideas among such groups we publish on this page letters received from P.T.A. workers telling of worth-while accomplishments by their particular groups. We believe that these actual achievements will be a source of interest and inspiration to other parent-teacher organizations.—*The Editors.*

Wanted: Ideas!

Are you a member of a Parent-Teacher Association? If so, won't you send in to us helpful ideas and suggestions for such groups, or tell us what your association has done to promote friendliness and understanding between parents and teachers in your town, to add to the school equipment, to beautify the school, to stimulate better scholarship, or to provide better health and recreational opportunities for the children? For every suggestion published we will pay $2.00. Manuscripts submitted to this department will not be returned. Address Managing Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

A HOSPITALITY Committee of each Parent-Teacher Association should assign one of its members to meet each new teacher at the station, in the fall, taking her to the room secured for her. There is nothing so dismal as arriving in a strange town with no one to greet you. A few flowers from a garden, a box of cookies on the table, a good book or an invitation from some member of the Association to dinner on the first evening will please any new teacher. A few of the fathers could show the same thoughtfulness for the young men coming to teach in the high school. Teachers come to us to give the best they have in physical strength, mental ability, character, personality, and interest. They can only give their best as they receive co-operation in every respect from parents.—*Mrs. H. T., Pittsburgh, Pa.*

IN this small West Texas town an interesting Parent-Teacher Association has been formed with the help of the school superintendent and a few interested mothers. There were only twelve charter members. But before the association was one year old, many worth-while things were being accomplished. Pictures were awarded for the rooms securing the largest number of new members. An aerial was put up on the school building and a radio installed for the Friday morning concerts given by Walter Damrosch. A mimeograph was bought for the school; a child study group was organized and the mothers who attended gained much help from the lecture course. A parent shelf was started in the school library and a number of excellent books on child training placed thereon. Yearly dental and physical examinations were given all the children by specialists and graduate nurses. —*Mrs. S. D. B., Charlotte, Texas.*

A PARENT-TEACHER Association of two hundred members felt the need of better motion pictures for their children than they were getting at the city motion picture show for Saturday matinees. After conferring vainly with the theater managers with the hope of securing more wholesome pictures for children, a committee from the Parent-Teacher Association knocked at the door of the Board of Education and asked if they would help the Parent-Teacher Association buy a motion picture machine and a good screen on which to show the pictures. They met with success and are giving the children some good educational films, with some clean comedy and character building pictures. A program is given every month in the Assembly, the Board of Education and Parent-Teacher Association together standing the expense. On Saturday afternoons during the winter months a motion picture matinee is given at the school auditorium and there is an admission charge of five cents for children and ten cents for adults. In this way parents feel free to let their children go to the matinee, for they know they will see something worth while.—*Mrs. M. L. K., Woodland, California.*

OUR Parent-Teacher Association always feels proud of Fathers' Night. For it, this year, we gave a play that was both well acted and humorous enough to amuse the fathers. And between the acts we had music and stunts. Several days before the meeting the teachers suggested that the children of the fourth, fifth and sixth grades write a theme to be entitled "What I Think of My Dad." These were read aloud at the meeting—no names of authors or fathers being given. Some of them were very enlightening, especially to the fathers, and all were interesting to the entire audience. After the program refreshments were served in the library. The social committee saw that every one was introduced and the evening was a great success.—*Mrs. R. M., Evanston, Ill.*

Wives and Children of Cabinet Members

(*Continued from page 25*)

some of her theories of child rearing. She wanted her children while she was still young enough to be a companion to them, she said. She wanted enough of them, and those sufficiently close together, to form a group that could be, in a sense, socially complete within itself. She believes that life's brightest compensation is the enjoyment of one's children, and she knows how to enjoy them. She has learned the art of ruling her little group by suggestion, by enlisting its enthusiasm, rather than by command. Of course only a woman of exceptionally good health and good nerves can accomplish such a feat with complete success. She is never disturbed by the noise and shouting of children at play. She loves it. She kept on talking as the children swarmed about.

MRS. DAVIS insists that her problem is simplified by the number of her children. One or two, particularly if they are more widely spaced, lack the opportunity for wholesome give-and-take among their own kind. Lacking companionship, they are more apt to seek compensation by insisting on notice and attention from parents and friends. While the Davis children are given every encouragement to develop their talents for entertainment, they constitute their own audience, and they perform for the admiration and entertainment of one another. They do not "perform" for visitors. When they are present, they have the status of "guests," except as the little girls feel a certain responsibility as hostesses. Already they have learned from their mother a certain instinctive sense for making visitors feel at ease. But it is the guest who is the center of attention.

Mrs. Davis believes in having the kind of house that is perfectly adapted to the healthy activity of children. As a consequence her home, while spacious and attractive, is much more unpretentious than one usually expects to find in her position. There are no expensive antiques, no bric-a-brac the breaking of which would cause household tragedy. All of her furniture, while in good taste, is heavy and substantial. Even the carpets and polished floors are not too sacred for roller skating inside on a rainy day.

Although she loves gardens, Mrs. Davis has not made the ample backyard of her home, with its shady elms, into an ordered garden. There are flowers and grass, to be sure, but there is also playground equipment, and plenty of room for the children and their dogs to play and romp to their hearts' content.

Another principle of Mrs. Davis' is that the children should be waited upon as little as possible. They dress themselves, attend to some extent to their own wardrobes, and are taught to be responsible for their own personal appearance, and to be prompt without having to be told.

In her ideas Mrs. Davis is fortunate in having Mr. Davis as a complete ally. He enjoys the society and companionship of the children quite as much as she does, and it is no uncommon sight in Washington to see the whole Davis family spending summer evenings together in the pleasant backyard, or to see all of them attending some interesting exhibit together.

It really was children that brought Mr. and Mrs. Davis together. For in addition to the five children of their own, they are the father and mother, by proxy, of 2,300 children. These are the orphaned children supported by the Royal Order of Moose at Mooseheart, Illinois, to which Mr. Davis devoted all of his time before he became Secretary of Labor. Mr. and Mrs. Davis, and all five children, spend every summer at the Orphans' Home, in active and pleasant association with all of these children. Mr. Davis established this unusual home for orphaned children, and it was their common interest in the children that resulted in their marriage.

Gertrude Mitchell, wife of William DeWitt Mitchell, newly appointed Attorney General, is another cabinet wife who has succeeded in being a companion to her children in a rather unusual way. Her older son, William, was graduated from Harvard last year, and her younger son, Bancroft, is at present attending the Harvard School of Business.

Hunting expeditions in the Rocky Mountains, both in this country and Canada, have been the favorite summer diversion of the Mitchell family for years. Mrs. Mitchell rides and shoots with her husband and the boys, all three of whom are more than proud of her ability and sportsmanship. These trips are often made on pack horses, far into the wilderness, where Mrs. Mitchell loves to rough it, in the best masculine tradition.

ANOTHER interest which the four Mitchells have in common is music. The Mitchell String Quartet is well known in Washington society, and always in demand at informal gatherings. No wonder. Practicing around the camp-fire at night, far away in the wilderness, they have achieved a harmony of thought and emotion which is a complete unity. Mrs. Mitchell herself is quite an accomplished musician, having studied seriously as a girl, and she still has a remarkably good voice. Although she gave up music as a career, she did not give up attention to it, and long ago determined that music should become an intimate part of family social life.

Another hobby which the four Mitchells share together is the collection of good paintings and books. The library is the most loved room in the Mitchell home, overlooking Rock Creek Park. It is the kind of room that men like, with its ample, comfortable chairs, its big bear rugs, each one with a personal memory and history, for each member of the family, and its grand piano.

(*Turn to next page*)

Doctors urge

PYREX Nursing Bottles

Won't break in boiling water

Won't break in cooling

PHYSICIANS all over the country are urging the use of the boil-proof Pyrex Nursing Bottles.

They write us that it means a real step forward in infant health standards because it keeps the regular feeding schedule from being upset by breaking bottles.

Don't risk having your baby's schedule upset by bottles that break when you are heating his milk.

Use this boil-proof bottle that doctors recommend.

6-sided—Pyrex Nursing Bottles cannot slip from your hand or from baby's. There are no sharp angles on the inside of the bottle, which is rounded off broadly and is very easy to clean.

Flat-bottomed—they stand firmly.

Ounces and half-ounces are plainly marked.

The two shapes that baby specialists approve—narrow neck and wide mouth—both in 8-ounce size.

Get enough Pyrex Nursing Bottles for a full day's feeding from your druggist. They are made by the makers of Pyrex ovenware. Corning Glass Works, Corning, N. Y.

Trade-mark "PYREX" Reg. U. S. Pat. Off.

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All advertisements conform to standards on page 73.

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THUMB GUARDS will cure thumb-sucking quickly and permanently. (Also adapted for fingers)

Sterling Silver. Safe. Sanitary

No. 0, $4.00 per pair *Age 6 to 11 mos.*
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Add 5c per pair for mailing

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"BITE-X" (formerly "No-Byte") quickly cures this persistent, unsanitary habit. When applied to the tips of the fingers, "BITE-X" instantly forms a tough, transparent coating, unpalatable to taste. Harmless. Effective. **Price $1.00** per bottle. *Add 5 cents for mailing.*

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Turn to page 80, please

These Safety Swabs Are Double Tipped

The approved way to cleanse baby's eyes, ears or nose is with Q-Tips. They are tipped on both ends with boric-dipped twists of soft, sterilized cotton. No sharp points. Physicians approve. Mothers like their convenience. 100 uses for adults. In handy, dustproof packages, 25c and 50c everywhere or write **Dept. 21, Q-TIPS, Inc., 32 East 31st Street, New York.**

Q-TIPS
BABY GAYS

Wives and Children of Cabinet Members

(Continued from page 77)

On good mornings Mrs. Mitchell may be seen riding or walking briskly with her dog, King Cole, in the park. Although a brilliant hostess because of her wit and charming spontaneity, Mrs. Mitchell does not care greatly for formal entertaining, but likes to have the friends of her husband and her boys drop in for talk and music whenever they feel like it.

Mrs. Ray Lyman Wilbur is another of the cabinet wives who has devoted her splendid intelligence to the task of motherhood. She has five children, four of them married. Mrs. Wilbur and Mrs. Hoover were girlhood chums in Leland Stanford University when their husbands were students and friends also. And the two women's close friendship has lasted through their married years, just as has that of Mr. Hoover and Mr. Wilbur who, until he was appointed Secretary of the Interior, was President of Leland Stanford University. Mrs Hoover and Mrs. Wilbur were much the same sort of girls. When Mrs. Hoover was Lou Henry she was seriously studying geology. At the same time Mrs. Wilbur was studying medicine, just as her husband was. Two serious-minded girls in a day when it wasn't fashionable for girls to be serious minded!

Mrs. Wilbur has, she says, never regretted giving up her career, nor yet has she regretted spending so much time in preparation for it. It gave her and her husband a basis for unusual companionship, and this she believes is the best foundation for happy home life. Later it gave her a closer companionship with her two older sons than otherwise would have been possible, for both of them have become physicians. This, she feels, has been more worth while and satisfying than success in her own right. She still keeps up with all the new developments in medical science, so when the four physicians of the family get together the meeting may well be mistaken for a convention of the medical society.

MRS. ROBERT P. LAMONT, wife of the Secretary of Commerce, has, in a way, an enviable position among the new cabinet wives, for she is the mother of a débutante daughter. And Washington, as everybody knows, is a fascinating setting for a début, particularly if one's father happens to be a cabinet member. Mrs. Lamont, an Iowa girl, is looking forward to the brilliant and interesting social life of Washington with as much zest as is her daughter, Gertrude.

In addition to Gertrude, there is another daughter, Dorothy, now Mrs. Chauncey Belknap of New York, and a son, thirty-one years old. Mrs. Lamont has three grandchildren. Social life for her always has been a joy rather than a duty, which is very fortunate, especially when one is the mother of daughters.

Mrs. Charles Francis Adams of Boston, wife of the Secretary of the Navy, also is a grandmother. Her daughter, Mrs. Henry S. Morgan of New York, has three children. Her son is a junior in Harvard. Like most modern grandmothers whose children are grown, she has a number of hobbies. Her particular hobby is pottery, and her friends say that some of her pieces are genuine works of art. A hobby, she believes, is one of the best grandmother insurances a woman can take out, for it helps fill the gap after the children are gone, and prevents too great an absorption in the children's affairs.

Her husband was treasurer of Harvard University, and she is extremely fond of young people, and very much at home with them. Mrs. Adams is an exceptionally charming woman, with broad interests. She is a brilliant conversationist, which is natural enough, since she has entertained many famous men and women, visitors to Harvard, among them Mr. and Mrs. Hoover. One of the principal characteristics of Mrs. Adams, and one which most women seem to lack, is her forthrightness. There is no pretense about her. When she was asked if she liked music, for instance, she replied, "No, not a bit. I don't know anything about it, and I don't enjoy it."

MRS. JAMES W. GOOD, wife of the new Secretary of War, is a gay, vivacious little woman, with a sprightly and youthful air. Mrs. Good has two sons, James William, Jr., eighteen, and Robert, eleven. When I interviewed her she was completely absorbed in house-hunting, for she was determined to find a house with a backyard big enough for her sons to pursue some of their hobbies, and to keep the dogs of which they are so fond. She is fond of sports, fond of reading and interested in politics, and in these things she finds splendid companionship with her husband and sons.

Mrs. Arthur M. Hyde, wife of the new Secretary of Agriculture, is also favored as being the mother of a seventeen-year-old daughter, Caroline, who is expected to make her début in Washington this winter. Mrs. Hyde is primarily a home woman, not aggressively social, active in church and club organizations. As Hortense Collins she grew up on a Missouri farm. During her first years of married life, she did her own work, but combined with domestic interests an active interest in civic and community work, in whatever town she and Mr. Hyde lived. In such interests she has kept pace with her husband.

Mrs. Walter F. Brown, wife of the Postmaster General, and Mrs. Henry L. Stimson, wife of the Secretary of State, neither of whom have children, complete the list of that exceedingly charming and interesting group of American women who are the wives of cabinet members.

Things *for* Children to Do *and* to Make

Edited by the Playground and Recreation Association of America

SCULPTURING IN SOAP—Hard, white soap is an ideal material to meet the children's urge to carve and whittle. Amusing animals may be cut from it, or ships and ducks to float in the bath. Furniture for the doll's house—especially plumbing fixtures—and Eskimo villages and igloos, polar bears and icebergs are other interesting possibilities.

For many talented children, carving in soap has proved the first step toward achievement in artistic expression. Recently a committee of distinguished sculptors served as judges in New York City for an exhibition of hundreds of small sculptures, astonishing in their beauty and imagination. All of these little statues had been carved from white soap, many of them by children.

The tools for soap sculpture are simple. They consist of one or two orange sticks such as are used in manicuring, and a pen or a paring knife with a thin, pointed, medium-sized blade. First, the design for the figure is drawn on the cake of soap with a pencil or pointed tool. Then the soap is cut away around the design with the paring knife. The sculpture is finished by slowly shaving and carving away the excess soap. Hairpins and wires are useful in this work. Nothing is lovelier than the glistening white, but the models may be colored and made more permament by painting them with sealing wax dissolved in denatured alcohol.

We shall be glad to tell you where further information on soap carving may be obtained.

The Fifth Annual Competition of Small Sculpture in White Soap awarded first prize in the junior group to Lelia Pickering of Denver, Colorado, for this attractive piece of sculpture. Other interesting work by children is shown on this page

EVERY YOUNGSTER LIKES TO PLAY INDIAN, but to play as red-skinned children themselves played centuries ago is a new delight. Sticks, stones, and other simple equipment are used for these Indian games. They contain the elements of mystery, of rhythm, and of speed which characterize good games the world over.

HITTING THE STONE—The Indians used moccasins for this game, but slippers will do. Set four slippers in a row. Divide the players into two sides. The leader of one side throws a cloth over the slippers so that no one can see, and hides a small stone in one of them. Then he cries, "Come and hit the stone." The leader of the opposite side hits with a stick the slipper in which he thinks the stone is. If he hits the right one, it is his turn to hide the stone and the second player on the other side tries first to hit it. If he fails, he takes away the slipper he has hit and the next one on his side tries. In case the first three miss, the leader who has hidden the stone puts the slippers back in line and appoints someone from his side to hide the stone again. When all the players on one side have had a try at hitting the stone, the other side wins the game.

STICK COUNTING—Throw into a pile a number of small sticks, all about the same size. Each of the players, in turn, runs past the pile and snatches up a handful of sticks. The number of

(*Turn to next page*)

HEAT BABY'S FOOD QUICKLY . . . ANYWHERE!

ONLY 10¢ *for this special portable stove!*

HERE'S a new way to warm baby's bottle without even getting out of bed. No more chilly trips downstairs. Just set the little Sterno Stove, a warming pan and the bottle on a handy table ready for instant use at any time. No gas or electricity needed. Heat is supplied by Sterno Canned Heat—the safety fuel—burns solid—no smoke, sparks or cinders.

Sterno folding portable stove is just the thing for trips and picnics, too. It boils, broils, heats, fries. Cooks delicious dishes. Makes savory coffee—tempting toast. Heats curling irons, flat irons and has hundreds of other uses.

Local dealers sell Sterno Bottle Warmer and full line of Sterno Cooking Utensils. Send 10c today for special Sterno Cook Stove and new Sterno Cook Book. Sterno Corp. (Est. 1887) Dept. CH-9, 9 E. 37th Street, New York City.

MAIL NOW! Sterno Corp., Dept. Ch-9 9 E. 37th St., New York, N. Y.
Gentlemen: I enclose 10¢ for Special Sterno Stove and new Cook Book.
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STEWART'S DUPLEX SAFETY PINS

in gold or nickel finish

have the *guard inside* of coil to prevent fabrics from catching—sharp points that *do not bend*—they *will not rust.*

Send for free sample card and booklet.

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CASH'S NAMES

A School and Traveling Need. Away from home CASH'S NAMES become doubly valuable. They identify clothing and the owner as well. They save laundry losses, prevent arguments as to ownership, and mark one's individuality. CASH'S NAMES are neat, easy to apply, permanent, economical. See that all the children's clothes are marked before school time. *Order from your dealer or write*

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Because of our close contact with groups throughout the country, we realize the responsibility placed on the leader, and in keeping with our general policy of service, we offer you the benefit of our wide experience in making group work easier and more constructive.

Through the GROUP SERVICE BUREAU, which has the co-operation of the authoritative agencies sponsoring the magazine, we offer you the following service *without charge or obligation:*

1. A definite program on child training for the club year, September 1929 to June 1930.*

2. Service bulletins which will help to stimulate and maintain interest in child study.

3. An opportunity to bring to each of your members the latest and most authentic data on every phase of child care and training.

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We can use.....copies of the Program on Child Training. Tell me more about your group service, too.

Name .....

Address .....

City ..... State .....

Organization .....Membership.....

GS9

Things for Children to Do

(*Continued from page 79*)

sticks picked up by each one is counted and a score is kept. The sticks are put back every time so that all have the same number to snatch from. The one who has picked up the lowest odd number wins.

HAND GAME—One is chosen for leader. The other players take their places on the ground on either side of a long board. Each player has a stick. All sing some song they know and beat in time on the board with their sticks. If it's an Indian chant of the children's own composition, so much the more exciting. The leader has two small wooden sticks, shaped something like a crayon. One stick is marked. He keeps passing these sticks from one hand to the other secretly. Those on the ground watch the leader carefully, and, in turn, guess, first from one side, then from the other, which hand the marked stick is in. The first one who guesses correctly becomes leader and the next in turn to him goes on with the game.—*Mrs. L. M., Herington, Kansas.*

We will pay one dollar for each contribution published in this department. Address the Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*

Stay Young with Your Children

(*Continued from page 28*)

importance of beautiful things—of the loveliness perhaps in a round pottery bowl—so that they would go hunting such loveliness all their lives and finding it and bringing it into visibility for other eyes, I would wish for nothing else. It is a great deal to ask of life—that it will make us that kind of a person—and of course not all of us would wish it or think it worth while. Not all children, of course, would want a winged mother. Some of them in this day and age would think it too silly for words. But there are some children who are born Peter Pans who would want to run away the minute they found out their parents couldn't fly.

Whatever else parents do, let them hold fast to imagination. If they have ever believed in fairies, let them not shut the fairy people out now. Let them not make growing up like traveling along a level road where everything must eventually disappear behind the horizon, but let them make it like the ascent of a steep hill, where the view constantly widens as one goes higher and nothing once seen is ever again shut out. Then they will never say to their children, "You're too young to understand," and what is quite as important, their children will never need to say of them, "They're too old to understand." What is even more important, they will never reach Wendy's deadly dull stage of being completely grown up because they will realize that if we have wings we can never reach the place where we cannot go higher.

GROUP SERVICE BUREAU

For Parent-Teacher Associations, Mothers' Clubs, Child Study Groups, Churches, etc.

Program for Discussion at Your Next Meeting

PREPARED BY THE CHILD STUDY ASSOCIATION OF AMERICA

THE following outline for study is based on the article "Fit Your Child for Living," by G. H. Preston, in this issue.

How to Use This Program

Appoint a leader who will first read aloud the article on page 18. The leader should then present for discussion the various questions given below. She will next request various members of the group to take up, one by one, the Problems for Discussion. At the close of the meeting it will be found helpful for the leader to read the summary of the main points made in the article. In advance of the meeting, the various book and pamphlet references should be assigned to members of the group who will report on them at the meeting.

Questions Based on the Article

(1) What are some important factors which determine an individual's efficiency?

(2) Are bad dispositions and ungovernable tempers ever largely the result of training? If so, why do they sometimes seem to run in families?

(3) Of what significance in the development of a child's personality is the attitude which a child with a physical handicap has (a) toward his handicap? (b) toward other, non-handicapped children? (c) toward independent achievement?

(4) Why is it worth while to spend much thought and effort in establishing wholesome attitudes toward eating, sleeping, playing?

(5) Can very young children be taught to wait for delayed satisfactions? How? By whom?

(6) What qualities are essential for anyone whose business it is to care for small children?

(7) What can a parent learn from observing how his child meets difficulties and adjusts to conditions?

Can a person learn about living from another person's experience? Discuss to what extent and how it is possible for parents to influence children in this respect and point out certain possible dangers.

Points to Keep in Mind

(1) To live successfully necessitates: (a) An ability to adjust one's desires and demands to the conditions of life, (b) sufficient flexibility to enable one to get on with other people, (c) training, both conscious and unconscious, in the technique of living.

(2) A healthy body does not inevitably guarantee a healthy outlook on life.

(3) Physical handicap need not mar the individual's efficiency (a) if his attitude toward his difficulty is wholesome, (b) if parents and others with whom he deals do not spoil him by babying or by too much pity, (c) if he has been taught to develop his capabilities which are not greatly affected by his handicap.

(4) The parent is the most important teacher that the child ever has, because: (a) he is the first; (b) he is the most constant; (c) his teachings lay the foundations for everything else the child will learn; (d) the emotional attachment between him and the child makes his teachings very impressive.

Problems for Discussion

(1) Jimmy was an only child of six. His mother was a very timid woman and was unwilling to have Jimmy play with the other children in the neighborhood and so she never allowed him to go out except when she could go with him. He attended school but was very unhappy there, cried constantly for his mother and clung to her skirts when she left him at school every morning. Analyze this situation and tell how you would try to overcome it.

(2) Mrs. Green, a society woman who employs a nurse (*Turn to next page*)

Our New Program on Child Training for 1929-30

¶ Let us help you plan your program on child training for the coming year. We will take off your shoulders all the work and worry connected with drawing up a list of subjects and speakers and provide you with a program that will interest every woman in your community.

¶ Our new Program on Child Training is attractively printed and provides space where the names of local officers and the time and place of your meeting may be imprinted. Thousands of P.T.A. and other groups all over the country are using the programs, which we offer free in any quantity desired.

Training the Baby

WELL grounded health habits established before a child is three, are the basis of sound health throughout life. *Early training to the toilet is most important;* a child should be taught to recognize and take care of his own needs at a very early age.

"TOIDEY" AND STEPS

When baby sits alone *(usually between fifth and eighth month)* he should begin to use the "Toidey" with Foot Rest. Baby's feet should always be supported, and knees elevated.

As baby walks, "Toidey" Steps prove a great stimulus in interesting him to climb to his "Toidey"; to brush his teeth, wash his hands, etc.; also help him attain balance, poise and co-ordination. He develops self-reliance and learns to do for himself.

"TOIDEY" STEPS

"Toideys" Fold for Carrying

During all the pre-school years baby should have his "Toidey" wherever he goes, *so that he may always associate the function of elimination with it.* This is important for the maintenance of regularity as well as for baby's comfort and safety.

Free To You!

This new authoritative, scientific and understandable booklet outlines just how to go about training baby and developing proper toilet habits. *Write for it or ask leading dealers.* Tells all about "Toideys" ($3 and $5) and "Toidey" Steps ($6). *Ask also about "Comfy-Safe" Auto Seat (not a toilet) which locks to car and allows baby to ride in safety and comfort and "see out." ($5.50).*

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Gertrude A. Muller, Pres.

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Program for Discussion

(*Continued from page* 81)

for her children, says she believes that any reliable, motherly person can look after her small daughter, whereas Mrs. Black, who is a professional woman and also employs a nurse, makes considerable effort to secure someone with special training in the handling and teaching of small children. Give arguments on either side of this question?

(3) Although Mrs. Smith was exceedingly fearful of many things she made every effort to hide her fears from her children and to develop their skill and judgment so that they would not suffer as she did. Can this be done? Is it worth doing?

(4) Whenever Tommy had a difficult task to do at home or at school he seemed to suffer from a mysterious headache. When kept home and put to bed the headache usually disappeared after a few hours. Consequently, Tommy has never learned to do a difficult or distasteful task. What unwholesome consequences may this procedure have?

(5) Mary always prefers to play alone. She is a good, quiet child, and lives more and more in the world of her imagination. She gives so little trouble to her stepmother that the latter is well pleased with her. Her father, however, is disturbed about the situation. Is his anxiety justified? How can you account for Mary's withdrawal?

(6) Baby Jane had an adoring "mammy" who waited on her hand and foot. Since the old nurse hated to hear the baby cry she forestalled her every wish. Now at the age of two Jane must have everything she wants immediately or else she flies into a rage and sometimes even holds her breath until she is blue in the face. Her mother insists that this is a family trait and that she will outgrow it.

References

PERSONALITY AND SOCIAL ADJUSTMENT, by Ernest R. Groves. *Longmans, Green.* $1.40.

MENTAL HEALTH OF THE CHILD, by Douglas A. Thom. *Harvard University Press, Cambridge, Mass.* $1.00.

BUILDING CHARACTER, Chicago Association for Child Study and Parent Education. *University of Chicago Press.* $1.00.

THE PROBLEM CHILD AT HOME, by Mary Buell Sayles. *Commonwealth Fund of New York. 1 East 57th St., New York City.* $1.50.

PARENTS AND THE PRE-SCHOOL CHILD, by Blatz and Blott. *Morrow.* $3.

Believe It or Not!

My neighbor leaned over the fence to talk to me as I worked in my bit of a garden. She takes her motherly duties seriously and she was telling me of her methods of child training. "No, indeed," she continued, "My children wouldn't dare lie to me. I tell them if I ever catch them telling a lie I'll cut their heads right square off and besides a big black bear will come right out of the woods and eat them up. I believe in teaching children to tell the truth!"

To the Thin, Pale Child Another Pound Is a Fortune

UNDERWEIGHT is a serious handicap to a child. Too serious to do nothing about it! Happily, a wonderful food-drink has been found that seems to pick up thin, frail little folks and carry them to sturdy, rosy-cheeked health. Their appetites become keen, their nerves strong and they enjoy sound restful sleep.

Malted Nuts was first discovered at Battle Creek. Its success has been remarkable. Mixed with hot or cold water it becomes a delicious creamy milk-drink that agrees with everyone. Dry, it may be eaten on salads, cereals, fruits and in soups. Children need no urging to take second helpings of Malted Nuts.

Malted Nuts, may be served as a hot or cold beverage or sprinkled on fruits or cereals. Featured this month at all Health Food centers.

This versatile food, so appetizing to eat or drink, abounds in health. Its malt sugar digests and is assimilated so easily and quickly. Its food iron brings vigor and pep. Its super-protein repairs and builds up the body. The scales tell you the good news.

At the famous Battle Creek Sanitarium and in thousands of homes, Malted Nuts is served daily. Together with the other foods in the Battle Creek line, Malted Nuts is sold by your local Health Food Center—usually the leading grocer.

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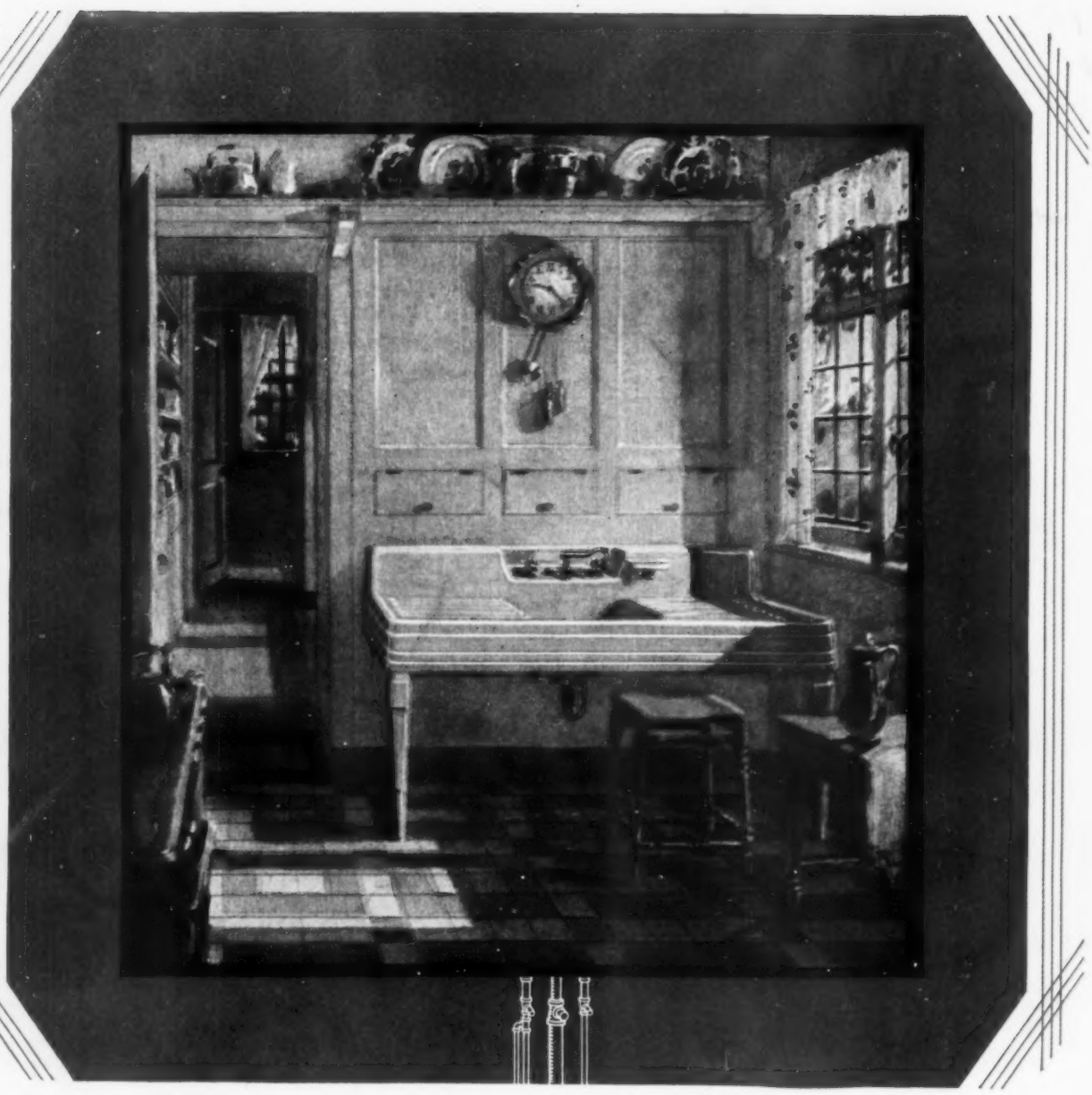

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